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ABSTRACT

A national study of vocational education in corrections was conducted to describe the current status of vocational education programs available to inmates in all types of correctional facilities. The study produced the following technical reports: a review and synthesis of the literature on correctional vocational education; a set of thirty-four standards for vocational programs in correctional institutions; and a national survey of correctional facilities. Results of the study showed a wide range of opinions describing what kind of treatment incarcerated individuals should receive, including educational opportunities. Development of standards for planning, operating, and evaluating vocational programs was enthusiastically welcomed by administrators and teachers in correctional facilities. Survey data showed that in correctional facilities offering vocational education about sixteen percent of the total inmate population (212,000 inmates) participated in those programs. Another four percent were waiting to enroll in vocational courses. Recommendations for continued research in the area were made, and a suggestion for testing the standards in actual vocational program planning and operation was presented. The appendixes, which comprise a major portion of this document, include the technical reports and a report of the site visits which were included in the study. (Author/BM)

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Final Report
Project No. 498AH60220
Grant No. G007604417

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

Paul E. Schroeder

The Center for Vocational Education
The Ohio State University
Columbus, Ohio
December, 1977

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NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

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PREFACE

Vocational education in corrections is not a new phenomena, but in recent years more interest has been generated at the national level. Congressional committees have inquired as to status, effort, and scope of vocational programs. Federal agencies have asked unanswerable questions regarding commitment and allocation of resources to this special population.

This report represents an excellent effort to answer some of those questions and inquiries. The agencies who contributed time and manpower to participate in this study are to be commended. A debt of gratitude is owed to the project national advisory committee and standards development panel for their interest and devotion to the objectives of the study.

The Center and project staff have given beyond the "norm" in conducting the study and reporting the results.

Robert E. Taylor
Executive Director
The Center for Vocational
Education

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INTRODUCTION

This document is the final report of the "National Study of Vocational Education in Corrections" conducted by The Center for Vocational Education at The Ohio State University. The purpose of the study was to describe the current status of vocational education in correctional institutions throughout the United States. The study scope of work included four major activities: 1) a review and synthesis of the literature on vocational education in corrections; 2) development of a set of national standards for vocational education in corrections; 3) field-site validation of the standards; and 4) a national survey of all correctional institutions conducting vocational education programs.

This final report provides a general summary of all of the study's activities. It provides the reader with a brief description of the purpose and objectives of the study and its four major activities. More in-depth information about each activity and the results of each activity appear in the following documents which are appended to this report:

Vocational Education in Corrections: An Interpretation of Current Problems and Issues.

Standards for Vocational Education Programs in Correctional Institutions.

Vocational Education in Correctional Institutions: Summary of a National Survey

Validation of Standards for Vocational Education Programs in Correctional Institutions: Report of Site Visits.

Need for the Study

At least ten studies of vocational education in corrections have highlighted the educational activities in state, federal and local correctional institutions. Manpower (MDTA) programs have also been studied. These studies have focused on the successes and failures of these training activities in providing meaningful and useful knowledges and skills the offender can utilize upon release into the free world.

The studies present a varied and confusing description of the status of vocational education in correctional institutions throughout the United States. A recent report reviewing evaluation studies in corrections reported major deficiencies in useable information about vocational education programs.[1]

It was no surprise that leaders in vocational education and corrections from a variety of agencies and roles, have called for a wide range of research and evaluation activities targeted at determining more precisely the status of vocational education in corrections. These leaders indicated a need for personnel development, program development, and interagency cooperation as additional activities necessary for providing vocational education in corrections the prominence it deserves.[2]

The need to study vocational education programs in correctional institutions throughout the United States has been highlighted in recent Federal legislation. In five sections of the Educational Amendments of 1976 (Title II, Sec. 202, VEA '63 amended, Title I, Part A, Sec. 105 (a) ii; Sec. 131 (a) (4) (A); Sec. 134 (a) (5); Sec. 150 (b) (1) (D); Sec. 162 (a) (ii)) corrections is prominently mentioned. A contribution to that need was met by the study reported in this document. The purpose of the National Study of Vocational Education in Corrections was to describe the status of vocational education programs in adult and juvenile correctional facilities throughout the United States.

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[1] Lipton, Douglas; Martinson, Robert; and Wilks, Judith. The Effectiveness of Correctional Treatment--A Survey of Treatment Evaluation Studies (New York: Praeger Publishers, 1975).

[2] F. Patrick Cronin, et. al., Workshop for Improving Vocational Education in Correctional Institutions: Proceedings of the Project (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1976).

Objectives of the Study

The four objectives which were proposed for the eighteen-month study were:

1. To describe the state-of-the-art by means of a literature review and document analysis.
2. To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
3. To survey nationally all vocational education programs in corrections.
4. To study in-depth selected programs with particular emphasis on how well the programs meet the developed standards.

In beginning work on the four objectives, a work breakdown structure of study tasks to be completed and a time phase network of those tasks were developed to coordinate study activities. Figures 1 and 2 display the work breakdown structure and time-phased network respectively.

As a result of completing the specified tasks, the study was to produce four (4) products:

1. Review of Literature on Vocational Education in Corrections
2. Survey Report
3. Site Visits Report
4. Standards for Vocational Education in Corrections

The next section of this report describes in more detail the specific procedures (tasks) accomplished to complete the study and meet its objectives.

Figure 1

WORK BREAKDOWN STRUCTURE

Component	Activity	Tasks
1.0 Review of literature and definition of terms	1.1 Define terms for project use	1.1.1 Meet with sponsor and discuss terms
		1.1.2 Meet with appropriate interagency representatives
		1.1.3 Develop list of operational definitions
	1.2 Identify literature sources	1.2.1 Search mechanized information systems
		1.2.2 Search L.F.A.R. and U.S.O.E. reports/studies
		1.2.3 Search journals and other published material
		1.2.4 Search selected state reports
	1.3 Gather literature	1.3.1 Select literature
		1.3.2 Gain documents through appropriate means
	1.4 Review and synthesize literature	1.4.1 Develop review format
		1.4.2 Establish review schedule

Component	Activity	Tasks
		1.4.3 Review material and record according to format
		1.4.4 identify and specify information gaps
2.0 Development of standards for vocational education in corrections	2.1 Coordinate available standards found for vocational education with those standards established	2.1.1 Identify sources of standards
		2.1.2 Identify supporting documents
		2.1.3 Acquire standards
		2.1.4 Staff synthesis of standards identifying overlap and conflict between vocational education and corrections
	2.2 Panel development standards	2.2.1 Identify panel members
		2.2.2 Assure panel membership and appraise members of responsibilities
		2.2.3 Panel reviews and returns staff draft synythesis of standards
		2.2.4 Staff revises standards from panel input
		2.2.5 Panel reviews and returns revised draft

Component	Activity	Tasks
		2.2.6 Staff revised standards
		2.2.7 Panel meets as a group to develop draft standards from first two reviews
	2.3 Standards are revised as survey and site visits proceed	2.3.1 Information gathered is compared to draft standards
		2.3.2 Revisions are made in draft standards as needed
3.0 Conduct survey to establish data base for vocational education in corrections	3.1 Develop survey instrument	3.1.1 Determine specific information objectives
		3.1.2 Specify instrument recipients
		3.1.3 Draft preliminary instrument
		3.1.4 Select test sites
		3.1.5 Arrange for instrument tests
		3.1.6 Test instrument
		3.1.7 Revise instrument
		3.1.8 Prepare final instrument package

Components	Activity	Tasks
	3.2 Identify specific survey recipients	3.2.1 Gather names from most recent data sources
		3.2.2 Check possible problem areas
	3.3 Administration and follow-up	3.3.1 Prepare and mail pre-letter
		3.3.2 Prepare and mail survey packet
		3.3.3 Record returns
		3.3.4 Follow-up non-respondents with two mail requests
		3.3.5 Telephone non-respondents and obtain data on selected items
	3.4 Analyze survey data	3.4.1 Prepare analysis plan
		3.4.2 Develop computer programs
		3.4.3 Keypunch data
		3.4.4 Run analysis programs
		3.4.5 Analyze results and synthesize findings

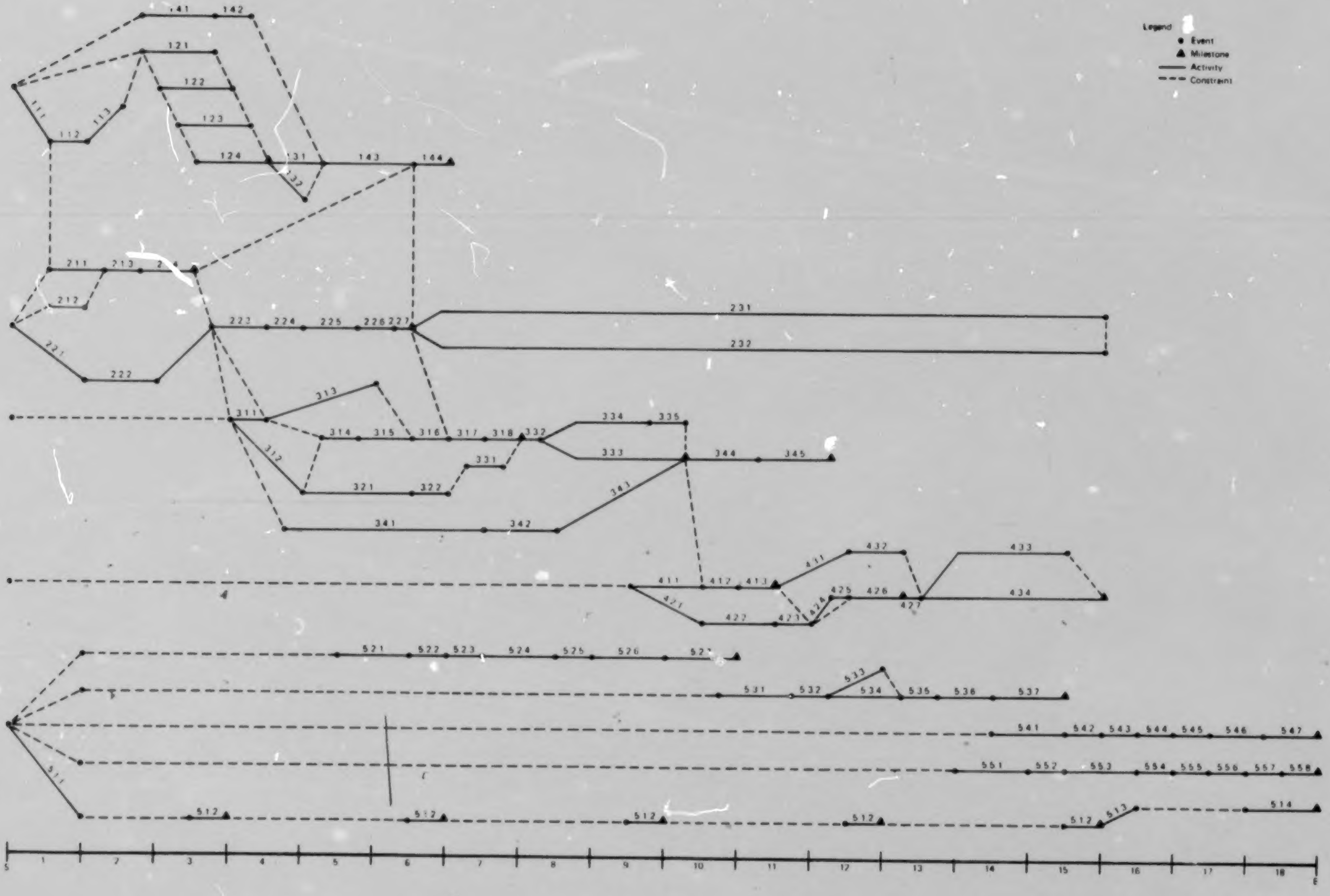
Component	Activity	Tasks
4.0 Conduct site visits to selected programs	4.1 Select sites to receive visits	4.1.1 Determine and specify selection criteria
		4.1.2 Categorize available programs according to criteria
		4.1.3 Select sites
	4.2 Develop site visit instruments	4.2.1 Determine information requirements
		4.2.2 Draft preliminary instruments
		4.2.3 Gather input on instrument from panel
		4.2.4 Select and arrange for instrument test at on-site
		4.2.5 Conduct test
		4.2.6 Revise instrument from panel input and test
		4.2.7 Prepare final instrument package
	4.3 Conduct site visits	4.3.1 Contact selected sites and their affiliates and arrange visit through appropriate channels

Component	Activity	Tasks
		4.3.2 Make necessary travel and planning arrangements
		4.3.3 Conduct visits
		4.3.4 Prepare visit reports
5.0 Project administration and product development	5.1 Prepare quarterly and final reports	5.1.1 Develop quarterly report format with sponsor
		5.1.2 Prepare and submit quarterly reports
		5.1.3 Develop final report format with sponsor
		5.1.4 Prepare and submit final report
	5.2 Development of product #1 "Review Literature on Vocational Education in Corrections"	5.2.1 Determine specific product objectives and audiences
		5.2.2 Outline product
		5.2.3 Coordinate formatted material and specific information gaps within outline
		5.2.4 Prepare draft of product
		5.2.5 Review and revise draft

Component	Activity	Tasks
		5.2.6 Prepare final copy
		5.2.7 Print and distribute final product
	5.3 Development of product #2 "Survey Report"	5.3.1 Determine specific product objectives and audiences
		5.3.2 Outline product
		5.3.3 Prepare findings and needed visuals
		5.3.4 Prepare draft product
		5.3.5 Review and revise draft
		5.3.6 Prepare final copy
		5.3.7 Print and distribute final product
	5.4 Development of product #3 "Site Visit Reports"	5.4.1 Determine specific product objectives and audience
		5.4.2 Outline product
		5.4.3 Summarize site reports
		5.4.4 Prepare draft product
		5.4.5 Review and revise draft

Component	Activity	Tasks
		5.4.6 Prepare final copy
		5.4.7 Print and distribute final product
	5.5 Development of product #5 "Standards for Vocational Education in Corrections"	5.5.1 Determine specific product objectives and audiences
		5.5.2 Outline product
		5.5.3 Incorporate panel developed standards with information gained in site visits and survey
		5.5.4 Draft revised standards
		5.5.5 Gather panel input on revised standards
		5.5.6 Review and revise draft
		5.5.7 Prepare final copy
		5.5.8 Print and distribute final product

TIME-PHASED NETWORK OF TASKS



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PROCEDURES

This section describes the specific tasks undertaken to achieve each of the study's objectives. The relationships of the activities summarized below can be seen by referring to Figure 2.

The last part of this section describes the study's National Advisory Committee and Standards Development Panel participation.

Literature Review

One of the first tasks undertaken by project staff was the identification and review of literature describing education and, more specifically, vocational education activities in correctional institutions.

To identify pertinent literature, five national information systems were searched both manually and by computer. Using descriptors such as:

- Educational Programs for Offenders
- Inmate Compensation
- Correctional Industries
- Vocational Training
- Work Release
- Ex-Offender Employment

a large number of documents were identified. The data bases searched included:

Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM)

Educational Resources Information Center (ERIC)

National Technical Information Service (NTIS)

Dissertation Abstracts International

National Criminal Justice Reference Service (NCJRS)

Careful review of the lists of documents narrowed down the number of potentially useful documents. Eliminating documents from further consideration for actual document review was based on criteria such as date of publication and depth of coverage of vocational education and education.

Literature, including research reports, books, monographs, speeches, legislation, and journal articles, selected for review was accumulated for indepth study. Upon completion of the first review a series of "groupings" of the information was developed as a means of portraying to the reader the important areas of vocational education in corrections. This approach was not satisfactory because there were too many areas. Further, the relationship between each area was difficult to describe in order to end up with a total idea of what the diverse literature sources were saying vocational education was like.

Careful review of the initial topic groups and re-reading of the literature provided a better way of organizing the literature. By studying the literature in terms of:

1. prevailing "models" of punishment and retribution, rehabilitation, and reintegration;

2. survey research which detailed needs, failures, and successes of vocational education, education, and training/industry efforts, and;

3. proposed models for effective rehabilitation education, counseling, training, and parole/probation programs,

the reader is provided a synthesis organized by the issues or "charges" facing the professional field.

The results of the literature review were both disheartening and encouraging. There is much confusion in describing what was, what is, and what could or should be in regard to vocational education opportunities in corrections. Yet, there is hope in terms of the number of people, the amount of money invested in, and the concern being shown for the benefits from providing vocational education for incarcerated individuals.

The reader is referred to Appendix A for a complete copy of the review entitled Vocational Education in Corrections: An Interpretation of Current Problems and Issues. The publication is the first technical report of the study.

Standards Development

Development of the national standards for vocational education programs in correctional institutions was the second objective of the study. Completion of this task involved completing five steps. First, a search of the literature in the fields of vocational education, education, criminal justice, and corrections was conducted to locate existent standards and standards development processes.

Second, with appropriate literature, project staff synthesized a set of 32 standards in five broad areas (curriculum and instruction; students; staff; organization and administration; physical plant, equipment, and supplies).

Third, a panel of eleven experts in corrections and vocational education reviewed the standards and suggested alternative wording, organization, and standards. The panel reviewed the standards four separate times.

The fourth step was field validation of the developed draft standards. Review of the standards by administrators and teachers who daily conduct vocational programs was a means of determining whether or not the standards addressed real situations.

Fifth, and finally, the standards were reviewed by the project's national advisory committee (see next section). This committee of experts in vocational education and corrections provided a final review of the field-validated standards. Their review resulted in the addition of two standards. One (Standard 12.9) in the Students area dealt with providing a plan to make credits earned in correctional institutions transferable to educational institutions in the community. The other standard added (Standard 4.11) was in the area of Organization and Administration. It dealt with having a plan to identify and eliminate any type of discrimination in any facet of the vocational program operations. The committee also suggested minor editorial changes.

The development and validation of standards is described in more detail in two publications appended to this report (see Appendix B, Standards for Vocational Education Programs in Correctional Institutions: and Appendix D, Validation of Standards for Vocational Education Programs in Correctional Institutions: Report of Site Visits). The "Standards" document in Appendix B is the second technical report of the study.

Survey of Vocational Education Programs

Objective 3 for the study was that of examining, via a mailed survey, all vocational education programs in correctional institutions within the United States. This part of the study was designed to develop a national data base describing various aspects of vocational programs. The purpose of collecting the data was not to create a comparative analysis of the programs, the states, or the other types of categories which programs could be placed for comparison purposes. Instead, the data base was being created with the hopes that it would be reviewed and analyzed by others as well as periodically updated (perhaps every two to three years). Further, it was hoped that such a data base would serve as a source of information for policy makers. Such a unified data base could be invaluable in helping to create a cohesive, comprehensive, and uniform vocational education activity across states and governance boundaries in which correctional institutions operate.

Following the lead established by the U.S. Department of Labor study done by Battelle in 1974, this study expanded on the types and number of questions to be asked. A pilot test form of the survey instruments was tested by four persons from the Ohio Youth Commission and Ohio Department of Rehabilitation and Corrections. Their review of the instruments, Form A and Form B, suggested several minor alterations to aid in making filling out the forms easier for respondents.

The Forms A and B were designed to elicit general institution responses (Form A) and specific program data (Form B). Appendices E and F show complete copies of the survey forms.

During development and pilot testing of the instruments a thorough review of directories and people resource lists was made to ascertain who should be contacted to collect data. It was decided that the best approach would be to "start at the top."

For state correctional facilities, both youth and adult, the heads (directors, superintendents, etc.) of each separate or combined state agency responsible for the correctional facilities was contacted. That person was asked to identify which correctional facilities within their state had vocational programs. Then the person was asked whom would be the most appropriate and knowledgeable person to provide the type of data the study was looking for. In many cases the staff was instructed to send survey forms to specific people within individual institutions. Sometimes this person was an education director; sometimes, more specifically, a vocational education director or coordinator was named. In other cases an individual institution representative such as the treatment director or superintendent or warden, was named. Thus, in many instances, the survey forms were sent directly to each institution.

In several states the forms were required to be sent to a central state office. There, some person responsible for data collection within the state or overall supervision or coordination of education programs, filled out the survey forms for each institution. This method of providing data was less desirable than that previously described because the results were biased toward possible confusion of specific institution data. Also, the possibility of putting aggregated state data (e.g. expenditures) in lieu of institution-specific data was greatly heightened, a situation which would not reflect accurately the status of individual institutions.

In the case of Federal Bureau of Prisons and military institutions, the appropriate national level director was contacted. In these two governance levels for institutions the study staff was instructed to contact each institution offering vocational programs.

The most difficult group of institutions to identify as ones providing vocational programs was that of jails. There are over 4,000 jails in the United States. But from a common sense approach it was believed that relatively few would be large enough to offer any kind of vocational educational opportunities.

From a survey of educational efforts in jails which identified some 400 general education programs, the study decided to include all 400 jails in the survey in lieu of trying to contact many persons to ascertain which jails had vocational programs. Mailing the survey was far more cost and time effective than telephoning.

At the last minute, it was decided to include Canadian federal institutions in the survey. Provincial institutions and local jails were not included in the Canadian part of the survey. Inclusion of Canadian institutions, very similar to American ones, was believed to add to a better picture of what the type of educational efforts and discussions were like in North America.

All persons indicated as being "contact" people to complete the survey forms were telephoned and instructed how to handle the survey forms. Study staff determined during this call how many Form A and B survey instruments to send to each person. Survey forms were mailed to the appropriate contact persons along with a self-addressed, return postage-paid envelope.

Eight weeks after the initial mailing a follow-up letter was sent to those institutions which had not returned questionnaires. Some institutions upon receiving the follow-up letter requested more survey forms or indicated they never received the initial set of forms. The proper quantity of forms were sent to each institution responding to the follow-up letter.

Four weeks after the follow-up letter, telephone calls were made to non-respondent institutions to determine the reasons for not having received the completed forms. Several institutions had sent completed forms which were eventually determined to have been lost in the mail. Some institutions indicated they had not completed forms yet but would do so. Continued telephone contacts were made with non-respondent institutions to attempt to get as complete returns as possible.

As survey forms were returned they were recorded, reviewed, and edited. All responses to data were scrutinized for accuracy and for logical responses. Any data thought to be inappropriate for the various questions were checked via telephone conversations with the person who was listed as having completed the survey forms. This editing and checking of responses led to production of more credible data. Even then, the clarification process sometimes led to deletion of respondent data. Responses made on the forms were thought to be proper by the respondent, but upon questioning, turned out to be in error. These responses were deleted because it was not possible to gather accurate data for certain questions from the respondents.

After data was edited, they were sent to be keypunched and verified on data cards. Subsequently, the data cards were recorded on a Statistical Package for the Social Science's (SPSS) data file. Execution of FREQUENCIES AND CROSSTABS programs within SPSS created a number of data tables. Data such as total facility expenditures (Form A, Question 18) upon examination were found to be highly questionable because of the low and high extremes. Data provided for student pay (Form A, Question 29) was incomplete. Thus, although efforts were made to gather complete and accurate data, some data could not be analyzed or reported properly.

Analysis of the data and its reporting centered on describing the frequencies and percents of responses to questions when grouped by youth inmate and adult inmate institutions (as defined and classified in the American Correctional Association Directory of Correctional Institutions, 1977) as well as by totals for all respondent institutions.

The display and exploration of the data will be found in Appendix C, Vocational Education in Correctional Institutions: Summary of a National Survey. This report of the national survey is the third technical report of the study.

In-Depth Study of Vocational Education Programs

Initially, the in-depth study of vocational education programs (site visits) was proposed ". . . to study in-depth, selected programs with particular emphasis on how well programs met the developed standards . . ."[3] This "evaluation" of ongoing programs was perceived as a valid means of checking the appropriateness of the standards. Twenty to twenty-five sites were to be visited. A site was defined as " . . . one organizational entity concerned with vocational education in corrections. Thus, a site could be a state department of education, a metropolitan city jail, a correctional school district, a state planning agency for Criminal Justice, a state department of youth services or similar organization."[4]

As work on the standards progressed, knowledge of the status of education as a whole in correctional institutions was accumulated. This knowledge led to the conclusion that in-depth "evaluation," study, examination, or whatever it could be called, was not a viable means of checking the validity of standards. It would probably be interpreted as someone judging the worth of the vocational programs in an organization, comparing one organization with another, and labeling "good" and "bad" programs. The threatening situation such site visits could create was viewed as detrimental to the creation and acceptance of standards which could positively affect vocational education in corrections.

Further, review by or evaluation of programs in "state department of education," "state planning agency for Criminal Justice," or "similar organizations" was considered redundant to the use of the eleven-member standards review panel and twelve-member advisory committee. Since these people represented those organizations, getting reactions from the organizations would not be as valuable as obtaining it from people who daily conducted programs.

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[3] The Center for Vocational Education, Proposal entitled A National Study of Vocational Education in Corrections (Columbus, Ohio: The Ohio State University, 1976), p. 19.

[4] Ibid.

Therefore, it was decided that two changes should be made in the in-depth study of vocational programs part of the study. First, the purpose of the visits would be to get reactions to the standards. Those visited would be asked to give their opinion concerning the standards. They would be asked whether or not the standards represented what all vocational programs should strive to be. The visits, then, were no longer designed to compare or evaluate existent programs with the standards. Second, in lieu of defining sites to include department-level organizations, all sites were defined as correctional institutions known to have on-going vocational education programs.

These two changes in the study were believed to lead to a more productive evaluation and acceptance of the standards. In addition, it was possible to include more correctional institutions in the visits and thus gain more first-hand experiences with on-going vocational programs.

The thrust of the site visitation of institutions changed from evaluation of programs to determining compliance with untested standards. Site visits became a way to validate the standards with professionals who worked in the field every day. It became a means of getting reactions to standards from the very people who eventually will be charged with implementing the standards and held accountable for meeting the standards.

The new thrust of the site visits exposed people to the standards, got their reactions to them for purposes of revising standards, and helped the project gain first-hand knowledge of existent vocational programs.

A complete description of the design and completion of the site visits is contained in Appendix D, Validation of Standards for Vocational Education Programs in Correctional Institutions: Report of Site Visits. This report is contained only in the "final report." It is a technical report but it is not available as a separate "publication" like the other three appendices (A, B, and C).

Committee and Panel Participation

Two groups of persons associated with and working in vocational education in corrections were created to advise and assist project staff in conducting the National Study. A national advisory committee consisting of twelve persons was called together twice during the 18-month study. Their function was to initially review study goals, objectives and procedures. Their advice for improving the scope of work and making it easier to accomplish was invaluable. Their final task was that of reviewing the national standards and advising the study with regard to dissemination strategies for all study results. The committee served as a resource group to facilitate the study being of value to the Correctional Vocational Education field. The advisory committee members were:

Project Advisory Committee

Lester Belleque
Chief, Jail Inspection & Misdemeanant Services
Oregon Division of Corrections

Lowell A. Burkett
Executive Director
American Vocational Association

Ken Carpenter
Chief of Corrections
Office of Regional Operations
U.S. Dept. of Justice, LEAA

Bennett Cooper
Administration of Justice Division
Ohio Department of Economics & Community Development

LeRoy Cornelson (ex-officio)
Director of Planning
Bureau of Occupational and Adult Education
U.S. Office of Education

Sherman Day
Dean, College of Education
Georgia State University

Dan Dunham, State Director
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Administrator
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Anthony P. Travisono
Executive Director
American Correctional Association

The second group selected to assist the study was a panel to help in the development and validation of standards for vocational education programs in corrections. The eleven-member panel dealt specifically with reviewing the staff-developed standards. The panel members reviewed the draft standards three times at their home locations. Between the reviews, study staff revised each standard according to accepted reviewer suggestions. Upon completion of the three reviews, the panel was brought to Columbus for a two-day workshop. At the workshop, the panel and staff finalized the standards to be field validated. The panel also suggested how and where the field testing should occur. The panel's help in refining the draft standards and suggesting a field test methodology was extremely beneficial in creating standards which subsequently were widely accepted in the field.

The standards review panel consisted of the following persons:

Standards Development Panel

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Research Consultant
National Advisory Council on
Vocational Education

Bill Broome
Director of Research &
Development
Harris County Sheriff's
Department

Gene Combs
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Mary Ann Evan
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Special Education and Special
School Division
Oregon Department of Education

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Z.D. Maciekowich
Director of Research
Arizona Supreme Court

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Texas Department of Corrections

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Ronald C. Tarlaian
Program Specialist
Bureau of Occupational and
Adult Education
U.S. Office of Education

Summary

This section of the report has briefly outlined the tasks undertaken to meet the objectives of the study. As has been mentioned in each discussion section, the results of completing the tasks were a series of separate publications appended to this report.

RESULTS AND FINDINGS

Results and findings of the activities of the study are detailed in the four technical reports found in Appendices A, B, C, and D. The reports describe the accomplishments of having studied vocational education in correctional institutions via: a) review of the literature in the field; b) development of national standards for vocational programs in corrections and site-validation of those standards; and c) a nation-wide survey of correctional institutions to collect information to create a data base describing the status of vocational education in corrections.

A summary of each report is the best way to describe their contents in this part of the final report. Review of each report will provide the in-depth information the reader may wish to acquire.

Review of Literature

Review of the literature on vocational education in corrections was as much encouraging as it was disheartening. There is much confusion in describing what was, what is, and what could or should be in regard to vocational education opportunities for inmates in correctional facilities of all types.

The literature revealed considerable disagreement over issues of what correctional institutions should be doing to and for offenders. It reveals wide gaps in defining what effective rehabilitation, education, counseling, training, and parole efforts should be like. The literature further reveals sketchy information on successes and failures of various education endeavors including vocational education.

The review, however, did produce some heartening results. The amount of literature calling for study of and improvements in education/training opportunities for incarcerated individuals is a ray of hope. The reported number of people involved in and concerned with the amount of money invested in, and the concern shown for vocational education efforts in correctional systems shows the belief there are benefits to be had from such efforts.

Standards Development

The development of 34 standards for vocational education programs in correctional institutions was an extremely interesting process. In the "age of accountability" these standards were welcomed by all who heard of their development. Actual inclusion of them in the process of planning, operating, and evaluating vocational programs remains to be seen.

Nevertheless, considerable interest was shown by correctional institution administrators, educational administrators, teachers, and state and national administrators and leaders in both correctional and vocational education fields. Their interest was genuine concern that now something was being developed and would exist which would lend some concrete guidance as to what vocational programs should be concerned. The establishment of some key statements describing all facets of program operation were viewed as essential to informed decision making and discussions about vocational education efforts.

The standards are now in the stage of being disseminated nationally. Further, they are at the point where existent and in-the-planning-stages vocational programs will use the standards. It is the utilization, and perhaps adoption and adaptation, of standards which will lead to determination of their value in actual program operation.

As they stand now, the standards are expert and field-site validated ideas of what should work. Whether they work is a question yet to be answered. As they are tried and tested in the fire of on-going vocational program operation, their merit and value fostering effects for correctional vocational programs will be proven.

Survey of Vocational Education Programs

The national survey of vocational education programs in correctional institutions involved some 929 correctional institutions in North America. State, federal, military, city, county, and Canadian youth and adult facilities known or thought to have education programs, especially vocational education programs, were surveyed. As results of the survey 49.4 percent of surveyees returned data. State, federal, military and Canadian institutions have a response rate from a low of 75.0 percent (military) to a high of 94.4 (Canadian). The overall total low response rate was affected by a 7.8 percent response rate from city and county institutions (jails).

Of the 459 institutions which returned data, 83.7 percent (384) indicated having vocational education programs. The remaining 75 institutions had career education programs or no vocational training; situations which did not qualify them for further data analysis.

The 384 institutions providing data, minus the 14 Canadian institutions, were included in the data reporting. Since the "age" groupings of youth and adult are the most frequently used categorizations for discussion about correctional facilities and their inmates, they were the two categories used to report the data. A total data category summarized overall study results. No comparisons of institutions in youth and adult categories or institutions in different governance levels (e.g., state, federal, military, city/county) were attempted. Rather, the results of data analysis were presented as a data base to serve as a starting point for discussion, further research, and comparative data analyses.

The data show a myriad of facts and situations which exist in youth and adult institutions vocational programs. By no means do the results indicate a unaniminity of purpose or results flowing from vocational programs. The data do show considerable activity of varying degrees going on in the field.

The data definitely show a need for much further data collection, analysis, and comparison. They show the need for standardization of terms and clarification of purposes for vocational program efforts.

The survey served as a starting point for collecting information describing vocational education in correctional institutions. From this starting point of creating a data base continued efforts to improve vocational education in corrections can be strengthened by use of comprehensive data.

In-Depth Study of Vocational Education Programs

As was noted in the procedures section, the emphasis of this objective was altered to provide a more meaningful activity for the study; an activity which would make the study acceptable to the teachers and administrators in the field.

As the objective was changed, it resulted in a group of 185 correctional educators and administrators keenly aware of efforts and their results to establish tools (standards) designed to assist them achieve the most beneficial vocational programs for inmates; programs accountable for their efforts and expenses.

The field-site validation of the standards was an informative means of collecting first-hand information about reactions to the standards, reactions which could be elaborated and discussed to gain the most data for the revision of standards. Site-visits also provided a means for study staff to gain more in-depth views, through direct observation and experience, of what vocational education programs are like.

Summary

Overall results of the study can best be summarized as being a soundly based set of facts and figures from which further study and discussions can confidently begin. The study should provide the first milestone in the effort to achieve opportunities to enhance the chances of offenders obtaining skills, knowledges, and attitudes which will create an overwhelming possibility of gainful and meaningful employment and life style upon release.

CONCLUSIONS

Vocational education in corrections, indeed all of corrections itself, is in a state of flux. Defining exactly what vocational education in correctional institutions was, is, and should be, is changing every day. There appears to be no clear-cut indication of what will result from the many efforts being undertaken to solidify the position of vocational education within corrections systems. There are, however, widespread hints that considerable discussion and trial of ideas and actions are ongoing daily. Further, there is evidence (e.g., the formation of the American Correctional Vocational Association) that the forces advocating vocational training opportunities for inmates are banding together to make their views known.

From the activities of this study the following conclusions are drawn:

1. Vocational education/training for job placement is tempered and diluted as a sole purpose for vocational programs by the inclusion of GED, ABE, post-secondary, and college level activities within the scope of "vocational program" operations.

2. For job market-and outside-world-relevant experiences vocational programs do not now have widespread community acceptance or access. Prevalent punishment/retribution models of "corrections" inhibit programs from gaining such access. There are few strong "reintegration" models supporting preparation of an individual for work and living in the free-world through actual experiences in that world.

3. Training of correctional educators is not geared toward education in methods of dealing with adults already aware of the free world but lacking knowledge of how to cope with that world in terms of job skills.

4. Thrusts for change in vocational programs and changes in correctional philosophy at local, state, and national levels are not now guided by accepted "standards" for vocational programs.

5. Consistent terminology is not used in corrections to facilitate communications between the growing numbers of correctional educators.

6. Data describing the status of vocational programs are sketchy and not routinely collected.

7. Widespread knowledge of exactly who is involved in vocational education efforts in corrections is almost non-existent.

8. Knowledge about the individual characteristics of correctional educators is non-existent.

9. There is no unified plan for improving educational opportunities in corrections as a whole across the United States.

In summary, the state-of-the-art of describing vocational education and education in corrections is in an embryonic stage. What is known today paints a dark and gloomy picture. Yet, on the plus side are a score of individuals dedicated to improving the situation and answering the questions posed by the confusion.

With approximately 212,000 inmates in 370 youth and adult institutions, there are roughly 16% currently enrolled in vocational education programs. Another 4% are waiting to enroll in programs. Thus 20% of inmates in institutions offering vocational programs are interested or participating in those programs. It seems imperative that conclusions drawn by this study indicate a state of affairs which needs resolution. If the 20% of inmates interested in gaining job skills is to be adequately served, the conclusions drawn should not be allowed to stand without attempts at resolving the situations they describe.

RECOMMENDATIONS

While this study has served as a "first step" towards describing vocational education in corrections, several futures are implied.

Additional study of the data. There exists a considerable amount of information within this data base that has not yet been analyzed. Administrators and planners could be provided a great deal of valuable information through a detailed study of this report. Such analyses as comparison by states and regions could produce additional guidance for local administrators and vocational education personnel.

Evaluation methodology based upon standards. The standards for vocational education in corrections have now been developed, field tested, and disseminated to the field. Needed now is an effort to design and develop a methodology whereby local and state officials can perform program-specific evaluations. Using the standards as criteria, instruments, forms, and procedures should be prepared, then field tested, and disseminated for use by the profession.

Data reporting system. This study encountered considerable difficulty obtaining reliable data in several areas (e.g. financial data). An effort should be made to develop and implement a uniform reporting system for correctional education programs. Because of the diversity of program support and administration this would not be an easy task. An examination of the Management Information System for Vocational Education and its application in corrections should be made.

Vocational personnel in corrections. A number of facts emerged from this study that indicate teachers and other staff in corrections are not always linked with the professional field of vocational education. This is apparant both from a preparation viewpoint and from the point of professional practice. Because of the administrative structure of correctional vocational education, teachers often are not required to meet particular standards that insure a potential for quality instruction. A study of teachers, their preparation, background, and training is warranted.

The National Study of Vocational Education in Corrections has made a valuable first step in providing a data base about the field. Efforts should not stop here but rather, they should start here.

APPENDICES

A. VOCATIONAL EDUCATION IN CORRECTIONS: AN INTERPRETATION OF CURRENT PROBLEMS AND ISSUES.

B. STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS.

C. VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: SUMMARY OF A NATIONAL SURVEY.

D. VALIDATION OF STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS: REPORT OF SITE VISITS.

E. FORM A - MAIL SURVEY

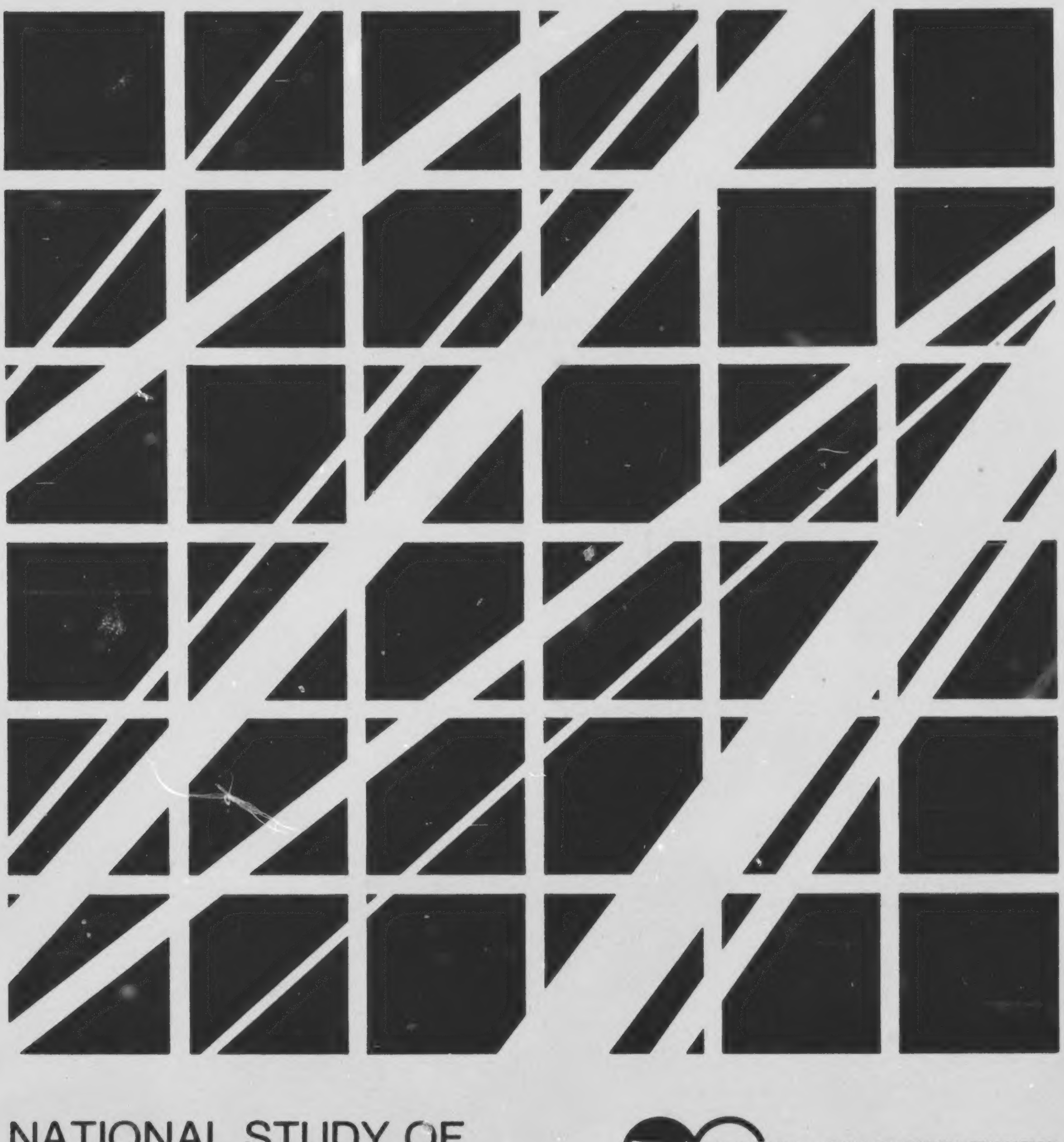
F. FORM B - MAIL SURVEY

APPENDIX A

VOCATIONAL EDUCATION IN CORRECTIONS: AN INTERPRETATION OF CURRENT PROBLEMS AND ISSUES

VOCATIONAL EDUCATION IN CORRECTIONS:

AN INTERPRETATION OF CURRENT PROBLEMS AND ISSUES



NATIONAL STUDY OF
VOCATIONAL EDUCATION
IN CORRECTIONS
TECHNICAL REPORT NO. 1

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

VOCATIONAL EDUCATION IN CORRECTIONS: AN INTERPRETATION OF CURRENT PROBLEMS AND ISSUES

National Study of Vocational
Education in Corrections

Technical Report No. 1

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December 1977

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

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FOREWORD

The state of the art of vocational education in corrections is elusive. It can, however, be studied in the light of the prevailing "models" of punishment and retribution, rehabilitation, and reintegration; the survey research which details needs, failings, and successes; and proposed models for effective programs.

The author has made an extensive review of the literature relating to vocational education in corrections and highlights current problems and issues. The psychology of retribution, community-based education programs, and in-prison programs, factors affecting vocational education activities, are identified. The kinds of thinking, program development, legislation, and implementation and delivery methods regarding vocational education in corrections are discussed.

This publication is a result of one of the activities of the National Study of Vocational Education in Corrections. Recognition is given to the project's advisory committee for their contribution to the project.

Robert E. Taylor
Executive Director
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Education

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I. PURPOSE AND DATA BASES

The following paper is offered in partial fulfillment of the terms of a grant (VEA, Part C, Section 131 (a)) from the Bureau of Occupational and Adult Education, U.S. Office of Education, to perform a National Study of Vocational Education in Corrections. Its purpose is to put in perspective the major issues in vocational education in corrections as they appear in the literature and to show trends. The review attempts to discuss the key concepts of vocational education in corrections, not as isolated topics, but as integral parts of what have become general charges for the general public. These key concepts involve rehabilitation, education, and work; prison maintenance and service and industry; adult basic education (ABE), secondary education (leading to a General Education Development (GED) certificate), postsecondary education, and college programs; programs for the incarcerated female; the needs of specific prison populations; instructional modalities; and the program failure cycle. It is hoped, moreover, that the review will serve as a "primer" for those who are interested in the history, issues, and trends in vocational education in corrections.

Since this paper is intended as a general report on the state of vocational education in corrections, only the literature (see REFERENCES) which the reviewer considered seminal and well-supported was used to identify the issues and trends and to draw conclusions. Literature providing supplementary dimensions to the issues and trends is listed in ADDITIONAL REFERENCES.

This paper is the result of both computer-assisted and manual searches of the literature using descriptors intended to locate historical documents, recent surveys and reports, journal articles, dissertations, and speeches and presentations. The following data bases were accessed through the Lockheed DIALOG Search Services available at The Center for Vocational Education.

AIM/ARM	Abstracts of Instructional and Research Materials in Vocational and Technical Education (VT numbers)
ERIC	Educational Resources Information Center (ED numbers)
NTIS	National Technical Information Services

Comprehensive Dissertation Abstracts

Searches were also requested through the National Criminal Justice Reference Service (NCJRS) data system. The NCJRS descriptors used were --

- Educational Programs for Offenders
- Inmate Compensation
- Correctional Industries
- Vocational Training
- Work Release
- Ex-Offender Employment

Those documents not bearing a VT or ED number can be located by contacting project staff at The Center for Vocational Education. Ed-numbered documents are available as microfiche or hard (paper) copy through the ERIC Document Reproduction Service (EDRS). VT-numbered documents are available through The Center for Vocational Education library or, by cross-referencing with ED numbers, through EDRS.

II. INTRODUCTION

The literature of vocational education in corrections presents itself as an astounding tug and push between what was and what is, and between what is and what could be. It is both historical and descriptive, and provocatively prescriptive. It is a literature which can be honest and candid while it simultaneously undermines itself with the hidden assumptions and overt prejudices of writers, researchers, theoreticians, and practitioners who cannot deny where they come from or to what constituencies they are beholden.

The literature of vocational education in corrections is quite unlike the literature of vocational education for the gifted and talented, handicapped individuals, minorities, and females. The people in correctional institutions who will be touched, hopefully in a capacitating way, by vocational education programs, are in our culture "offensive." They have committed crimes-against-the-culture ("victimless" crimes notwithstanding) and therefore do not often benefit from the culture's bruised conscience. Offenders are not usually, as are other special needs groups, considered targets for education or social action programs which attempt to "enable" the disabled, recognize the unique, make possible some kind of social or economic mobility for the disadvantaged, or eliminate unfair biases which prohibit a class of people from performing to capacity and which, in fact, contribute to a cycle of poor self-concept and poor performance.

III. CHARGES FOR VOCATIONAL EDUCATION IN CORRECTIONS

The status of education for offenders leads persons involved in research and program planning in corrections to "charge" the educational community and the community-at-large:

(1) to defuse the psychology of retribution which so often governs the community's and correctional administration's attitude toward offenders and so often results in security-focused, punishment-based institutionalization, the segregation of offenders from "legitimate" educational institutions, and individual and program stigma;

(2) to call for community-based educational programs which are truly reintegrative and provide extensive pre- and post-assessment and guidance as well as job market-relevant training; and

(3) to expect the implementation of in-prison vocational education programs which are at once psychologically rehabilitative and successful regarding training for satisfying work in the free world and which have program delivery systems which ensure, to the greatest degree possible, high quality program design, a smooth implementation process, a high rate of program completion, and adequate needs assessment and evaluation procedures for program renewal.

The literature addresses the charges described above most prominently in the form of surveys, studies, suggested models, and workshop presentations. The following interpretation of this literature will include explanation of the issues as they touch on the commonly heard charges for vocational education in corrections, discussion of the trends we can infer from the issues, and observations, conclusions, and prescriptions.

Defusing the Psychology of Retribution

Our habits of mind regarding transmission of culture and maintenance of the social forces which keep us going as individuals, communities, and nations have much to do with our sense of what to do with those who commit what we consider crimes against culture and society. Our earliest mythologies and philosophies abound with detailed descriptions of the punishments meted out to those who have so "transgressed" and are indeed analogous to the myths of crime and punishment which prevail today. These present-day myths reveal themselves in the historical development of prisons and corrections as "models." The following discussion of prison development and these models as they appear in the literature should bear upon the issues involved in the vocational development of offenders.

Four general habits of mind, or "philosophies," are seen in the development of the prison system and the concern today with the preventive value education and training may have for offenders. The first of these is the Old Testament sense of retribution which showed itself in the crucifixions of centuries ago, in the stockades and witch hunts in colonial times, in the debtors prisons of the 17th century (Nagel, 1973), and today most prominently in capital punishment whereby society absolves itself of the crime of taking a life by adopting the eye-for-an-eye revenge model. Adoption of this model assumes the deterrent value of punishment and the maintenance of community standards (Stanley, 1976). Tied up in the retribution model is the idea of penitence. As Sylvia Feldman (1975) so aptly states--

> Punishing the criminal was meant to serve two purposes: To be "a threat and deterrent to potential law breakers" (Nagel, 1973) and to be a means of regeneration for the criminal by bringing about his repentance and so cleansing his soul. (p. 1)

The mid-1800's saw the development of a second philosophy of how to deal with criminals - that of restraint, i.e., incapacitating, if not taking revenge on, the perpetrator. This restraint model is exemplified in the Auburn, New York, prison in 1819 and in the revision of the Pennsylvania system in 1829, and is, like the retribution model, still part of the fabric of the modern prison system. In 1973, the National Council on Crime and Delinquency still recommended restraining dangerous prisoners while paroling others.

A third model in corrections is that of treatment, and subsequently rehabilitation, which evolved during the reforms of the early 1900's. However, the strands of retribution and restraint remain clear. The offender is still seen as someone who suffers from some dystrophy of the moral system and who will only get worse without treatment. Again, Feldman (1975) provides an accurate explanation of the ironies and conflicting forces involved in the call for rehabilitation.

> /There is/ the assumption that rehabilitation is a way of ". . . turning troublesome lawbreakers into respectable adherents of traditional values" (Nagel, 1973). Prisons are not only meant to safeguard society by

> isolating offenders but are meant as well to be mechanisms for change. Those to be rehabilitated are perceived as misfits: persons who are either psychologically maladjusted or inadequately prepared vocationally and educationally to adapt to the needs and values of society. (p. 1)

Before discussing the fourth general model of reintegration it may well be appropriate here to relate the historical role of work in prisons to the models of retribution, restraint, and rehabilitation. We may then more easily understand the more recent development of vocational education in corrections and its intimate relationship to the more contemporary reintegration model.

If, for example, we begin by looking at the nature of early sentences meted out, we see that the words "at hard labor" were prevalent (Whitson, 1977). The prisoner's hard labor was indeed society's revenge. However, with the change in philosophy from retribution to restraint and the subsequent increase in the numbers of those incarcerated, work in prisons served less as actual revenge than as maintenance of the prisons themselves. Prisoners were assigned jobs which resulted in prison-made goods sold for profit and which provided the prisons with cheap (i.e., unpaid!) labor for custodial and maintenance services (Bregman and Frey, 1975). Quite ironically, then, as free enterprise conflicted with the prison industry interstate sale of goods, and as legislation was enacted to prohibit interstate transporation of prison goods, such prisoner labor needed to be seen in a different light - prisoners' work came to be called "rehabilitative," i.e., a way of treating the offender and providing a solution to the problem of criminality. Prison administrators, well aware of the changes in corrections philosophy permeating the field, began to respond by calling the work of prisoners training for "work habits" (Bregman and Frey). The rehabilitation model took root, albeit not without the lingering presence of the earlier models of retribution and restraint. Once more, Feldman (1975) points out that even though prison administrations may subscribe to the rehabilitation model, there is often . . .

> a conflict between the goals of punishment and rehabilitation. It is doubtful that rehabilitation and punishment can be achieved simultaneously . . . too often . . . "the punitive spirit has survived unscathed behind the mask of treatment" (American Friends Service Committee, 1977). As a result, the goal of rehabiliation is often undermined rather than supported. (pp. 1-2)

The intimate relation of the role of work to the varying models for deliberating on crime and its results is even more intimate when we look at the more recent philosophy of reintegration--the involvement of the offender in educational, vocational, and social development programs which attempt to effect his/her successful and satisfying return to the community. With the recent emphasis on accountability, with increased national awareness of the problems of the prisons, and with the provision of federal aid for corrections programs came a feeling that treatment and rehabilitation through in-prison jobs were no solution to criminality and that the work of prisoners ought to be more of a tool to develop skills for satisfying work upon release, to improve self-concept, and to encourage self-reliance and self-determination (Bell, Conrad, Laffey, Volz, and Wilson, 1977). Indeed, the psychology of retribution was not simply being addressed but beginning to be defused.

The reintegration model in corrections makes one primary assumption which automatically results in a rationale for vocational education in corrections. This primary assumption, that the offender needs to make some kind of effective adjustment to society, derives primarily from the fact that offenders have a history of short-term, low-skill, seasonal work at low wages and long periods of unemployment and that 95% of offenders will return to the community through parole or at the end of their sentences. A rationale which appears logical and valid for vocational education in corrections then develops from this assumption. The rationale goes something like this: the offender desires work more than s(he) desires to commit a crime and will therefore not "offend" if job skills and legitimate employment are within his/her grasp. In order to acquire the job skills necessary for legitimate, satisfying employment, the offender needs training in up-to-date, marketable skills and exposure to the best of teachers and teaching methods. Vocational education for the offender, then, is considered the mechanism by which the offender becomes first rehabilitated and then reintegrated into society with no economic incentive to return to crime. The offender is also, then, assumed to have no psychological incentive because excellent, relevant training has resulted in post-release job satisfaction (BOAE, 1976).

Establishing Job Market-Relevant Community-Based Vocational Education Programs

Following quite naturally from the preceding discussion is a consideration of the second charge--that of planning and implementing community-based vocational education programs which involve community input and acceptance and which recognize simultaneously both the need for training offenders in relevant job market skills and the need for helping offenders in the socialization and acculturation process other than that involved in the penal institution subculture. Thus, the charge for community-based programs implies that vocational education and training is in fact vocational development and, as such, must deal with the issues of the offender's self-concept, personal history, and the nature of the community to which the offender returns. The following comments from a report on two community-based efforts in Ohio (Clark, 1974) reflect these points.

> There is a basic cultural challenge in removing offenders from the prisons that presently reinforce their socio-psychological isolation from society. Assisting their reintegration with society cannot be accomplished without the active support of the community itself . . . Community corrections violates the concept of punishment and walled confinement as an ethical or even useful means of corrections. (p. 5)

Remarks from Feldman (1975) further support the call for vocational education programs for offenders which are at once relevant to job market needs and also are community-based.

> New models need to be created and applied which attempt to bring to bear on the problem of crime and delinquency all the relevant resources in the community. Special emphasis in these programs should be given to assisting offenders become [sic] self-sufficient, self-reliant contributors to the community good. (p. 16)

An example of a community-based vocational education program which incorporates the above theoretical statements is the Fort Des Moines Community Centered Project in Iowa.

> . . . it is most often used for offenders as an alternative to prison. Its program encompasses those generally described as work or education release . . . . [The offender's] educational, vocational, and psychiatric needs [are assessed] . . . . All inmates work on regular jobs in the community and attend full-time remedial education or vocational training programs offered by existing community resources . . . . [Students live in] two-story Army barracks located on a military reservation . . . . There are no bars or fences . . . the facility is staffed sufficiently well to allow a great deal of personal observation and control. (National Institute of Law Enforcement and Criminal Justice, n.d. in Feldman, 1975, p. 16)

Various major research study results support the movement toward community-based education and training for offenders. One study recommends that all corrections education programs should "articulate more closely with institutions and organizations of the free community" (Reagen, Stoughton, Smith, and Davis, 1973). Another study recommends that state and local agencies increase their level of services for offenders in the community (Joint Commission on Correctional Manpower, 1968). The same study calls for federal dollars to be made available to the private sector for management, development, research, basic education, and job training for offenders.

The Commission on Intergovernmental Relations called for an expansion of community-based programs as well as regionalization of the state prisons and, thus, expanded work and study release programs which more deeply involve the community (Commission on Inter-governmental Relations, 1971). The Commission further supported a community-based educational program by calling for inmate training at prevailing wages in private industry branch plants.

The trend toward community-based programs is further recognized by the President's Commission on Law Enforcement and Criminal Justice which called for the involvement of colleges and universities in offender problem areas to be accomplished outside of the correctional institution (President's Commission on Law Enforcement and Administration of Justice: Task Force on Corrections, 1967).

The literature has revealed the kinds of support cited above for community-based programs. But the literature of vocational education in corrections also reveals critical problems and constraints which inhibit and delay the development of quality vocational preparation programs outside of the correctional institution. One such constraint is the physical and cultural isolation of the prison's own vocational program from the community and labor world. This militates against any significant and productive contact with innovation and change in the nature of training and occupations (Whitson, 1976). Moreover, the lack of knowledge regarding the labor needs of the local community makes requests for community involvement difficult, if not unrealistic (Levy, Abram, and LaDow, 1975). Also, a local educational agency which could provide the vocational programs needed by offenders often will face such obstacles as a program which becomes stigmatized (and thus affects the credentials the offender receives) as well as much opposition from local citizenry (individual stigma) (Evan in Cronin, 1977).

Establishing Effective In-Prison Programs: Program Design and Delivery, Needs Assessment, Evaluation

Even though the movement toward community-based educational programs for offenders is gaining much momentum, and even if that movement enjoys substantial support from the educational community, the fact remains that the majority of offenders are not participating in community-based programs or, in some cases, any educational program at all. The charge of providing educational training programs for prisoners which at once mitigate the prison subculture lessons they learn and also provide them with social, vocational, and emotional skills for dealing successfully in the free world is all-important. In-prison programs should not suffer because superlative models for community-based programs are rapidly developing. The prisons and their inhabitants remain--the bars and walls will survive for some time even with the advent of more sophisticated funding formulas and exemplary community programs.

The need for vocational education programs for offenders in correctional institutions is widely professed, but often for reasons which result in ineffective programs. If, for example, it is thought that espousal of the Puritan ethic of salvation through work will result in inmate acceptance of and satisfaction with vocational programs, then the goals of the program cannot help but be at odds with the goal of corrections (Roberts, 1971). Likewise, if the vocational education program is looked upon as a panacea--a way of simultaneously solving the problems of prison operations and security, statutory funding requirements, *and* inmate vocational development, rehabilitation, and reintegration--its implementation can only be, at best, disjointed, haphazard, and unwieldy.

The literature which addresses the aspects of effective in-prison programs is lengthy. Therefore, this review will include, primarily, discussion of recent comprehensive surveys, studies, and reports whose results provide an appropriate way of looking at the kinds of corrections goals which should be part of effective vocational education in-prison programs. These documents, in their evaluation of a wide variety of programs, offer sobering data regarding what is wrong with those programs and, by implication, how effective programs should operate.

The Battelle Report

This 1974 report by Battelle Columbus Laboratories to the Department of Labor on vocational preparation in federal and state correctional institutions found that such vocational preparation was *generally inadequate* (Levy et al., 1975).

The results of the study's mail survey and 80 site visit interviews (wardens and 10 inmates/site) are hardly encouraging. While the survey found that approximately 95% of the ¼ million plus incarcerated felons would be paroled or released (a sizeable addition to the work force), it also found that only one (1) in five (5) of the activities in the prisons' industries and maintenance and service areas provided related off-the-job instruction as a supplement to on-the-job training, that less than half of these activities focused on skills for post-release employment, and that more than half the inmates were assigned to these inappropriate activities.

With such results as these it is not surprising that whatever formal vocational training was offered was also inadequate. The number of programs in each institution was found to be too small. More than 50% of the inmates desired training which was not offered. And, even though most of the institutions recognized the need for new programs, only half were planning to add any. Eighteen percent (18%) of the institutions had to curtail programs due to lack of funds. Moreover, of the mere 21% of inmates enrolled in these formal vocational training programs, only slightly more than half were expected to complete their training.

Although the quality and quantity of instructional personnel were found to be adequate, the criteria used in the study to determine such adequacy were, at best, questionable. Formal observations of instructors were not conducted. Instead, criteria involved extent of experience (1) in the present facility, (2) in another correctional facility, (3) in a free-world setting, and (4) in specific trades or occupational areas, as well as whether or not personnel were certified by appropriate agencies.

Program quality throughout the institutions was found to be inadequate. This determination was based on the fact that only 32% of the programs had adequate facilities and equipment; that there was a lack of institutional commitment to reintegration through vocational preparation; and that 86% of the institutions allotted less than 10% of their budget to vocational training. Moreover, only half of the vocational education supervisors saw acquisition of job skills as the goal of their programs. Appropriate and adequate testing, guidance, placement, and follow-up procedures were found to be lacking, and local job market information was generally not used because any subsequent changes of programs were perceived as too difficult to implement.

The Battelle survey further revealed data which made clearer the weaknesses of present programs and the need and potential for vocational preparation for offenders. It also posited recommendations for improving vocational preparation.

The weaknesses of vocational preparation programs in federal and state correctional facilities showed themselves in data which are disheartening. There was a lack of clear goals and commitment to vocational preparation for all inmates. Indeed, as mentioned previously, only half of the vocational training program directors surveyed saw the acquisition of job skills as the most important goal, and half of all inmates were unable to participate in any training program. Aside from lack of funds and minimum allocation in facility budgets for vocational training programs, the programs were not found to be meeting special or individual needs. This is clear simply from a glance at the number of programs and percent of inmates enrolled: large institutions offered an average of nine (9) programs each with nine percent (9%) enrolled; medium-sized facilities offered seven (7) with 28% enrolled; and small institutions offered four (4) with 38% enrolled. The programs were not geared to handicapped individuals, older persons, bilingual persons, or minorities and women.

Moreover, assessment and evaluation were inadequate and widespread: 40% of the institutions had no coordinator for vocational guidance and counseling and job placement services, and less than 50% had organized follow-up procedures. Operational problems affected programs also.

Scheduling training was difficult because of unspecified dates for prisoners' release. Prison work assignments were generally irrelevant to training programs undertaken, and over 40% of all the programs had not even been reviewed and/or accredited by the appropriate outside agencies.

There was, too, a great lack of community contact--essential even if the vocational program is housed within the correctional facility. Sixty-six percent (66%) of the institutions had no local citizens advisory committee for any programs--a fact which calls into question whether those programs prepare offenders in any relevant way for job placement and success in the free world. There was, also, other evidence of lack of community contact. Only 33% of the instructors provided for regular tours by business persons, and only 30% organized field trips for inmates to local businesses and industries.

Yet another weakness was the lack of coordination between on-the-job training and related instruction. Only six percent (6%) of the inmates working in prison industries, and only four percent (4%) in prison maintenance activities received related instruction. Only 14% of the maintenance activities involved approved apprenticeship training programs. And, in only 20% of the maintenance activities with apprenticeship programs could the trainee apply hours worked to outside employment. The study also offered extensive documentation for the *need* for vocational preparation. The average inmate among the 224,000 inmate population was 24 years old, had not completed high school, and remained in prison less than two years. Half of the inmates reported having jobs awaiting them upon release--mostly obtained through friends or relatives--but half of these jobs involved unskilled or semi-skilled labor. Only 20% of the inmates reported that training programs aided them in finding jobs. Furthermore, the wardens estimated that 70% of the inmates needed job skills for steady outside employment but that only 34% of these inmates would acquire such skills.

The *potential* for vocational preparation is equally well documented. The study found, as noted previously in this paper, that the majority of inmates still must obtain job skills in prison, even though the concept of community corrections is attended to. The data show the potential, if not the eventuality, of this fact. For example, seventy-six percent (76%) of institutions with industries allow inmates to simultaneously participate in vocational training programs. Also, while only 57% of inmate maintenance activities prepare inmates for employment, 70% of the institutions with such activities let inmates take training programs.

And finally, the study offers *recommendations* which are sound, though most of them require increased funding. One recommendation supports the current movement toward smaller institutions and shorter sentences but notes that larger institutions (with more dollars) have more programs, although the opportunity to participate may not be so great. Another recommendation advocates pay for inmates and reveals that 60% of vocational training programs, 40% of prison industries, and 50% of maintenance and service activities allow for no pay for work done. When inmates *are* paid, the report adds, the pay is generally less than the minimum wage.

A third recommendation suggests motivating the establishment of quality programs through various reward systems for both prison administrations and inmates. Subsequent recommendations state that institutions need to be made less *socially*, not physically, isolated--that the distance from an urban center is not so much a factor regarding instructor salaries, use of local advisory committees, community contacts, and special programs as is the stigma already attached by the community to the correctional institution; that more and better work release programs involving greater numbers of inmates need to be established; and that shorter, more intensive, modular programs which allow for open entry and exit need to be implemented.

The Lehigh Study

A study recently completed by the National Correctional Education Evaluation Project (one of LEAA's National Evaluation Program projects) through the School of Education at Lehigh University discusses issues in correctional education programs for inmates (Bell et al., 1977). Aside from purely vocational training programs, the study addresses other types of educational programs which, indeed, must be offered along with and integrated with training programs in order to satisfy the needs of inmates at varied levels of achievement. The programs addressed in the report include Adult Basic Education (ABE), Secondary Education (or GED preparation programs), Postsecondary Education, Vocational Education, and Vocational Education for Female Offenders.

The study states that all federal prisons and at least 81% of state prisons have Adult Basic Education (ABE) programs, funds for which are provided by the Adult Education Act of 1966, and that there is a great need in the area of literacy (Helfrich, 1973). Fifty percent (50%) of prison populations were found to be functionally illiterate (Reagen et al., 1973), and at least 20% were found to have reading levels below grade 5.5 (Ayers, 1975; Research for Better Schools, 1974; Nagel, 1976, in Bell et al., 1977; Olson, 1975).

The study goes on to discuss the issue of voluntary inmate participation and incentives. One report states that ABE programs should have an internal system of immediate rewards and should be voluntary for those whose reading levels are above grade 6 (Research for Better Schools, 1974). The report also states that the issue concerns teacher competence more than educational techniques, that "concerned" teachers are important in inmates' evaluation of programs, and that a teacher in a correctional setting is more a model or learning manager than a dispenser of information. Moreover, the same report cites the need for uninterrupted class attendance, pre-instruction diagnosis, individualized behavioral objectives, individualized learning plans developed by both teacher and inmate together, innovative materials, up-to-date student records, counseling for release, and attractive learning areas.

Another issue addressed by the Lehigh study is that of making ABE relevant to preparation for work. Again, the Research for Better Schools report recommended that inmates in ABE programs be counseled to continue their programs in adult education centers upon release (Research for Better Schools, 1974).

The issue of effective implementation of resources and materials in ABE is also discussed both in terms of the need for a better communication system, or exchange, among all ABE programs and the need for a viable link between ABE state agencies and correctional education administrators and teachers (Helfrich, 1973). Moreover, teachers and administrators have had difficulty in finding materials and resources which have proven effective with inmate learners (Roberts and Coffey, 1976), and there is a lack of trained, skillful, creative teachers who can use these resources, i.e., who have a functional knowledge of available materials for the adult learner (Reagen, et al., 1973).

The Lehigh study cites many sources on the issue of the paucity of evaluations and conflicting views regarding evaluations. It has been said by some, for example, that ABE program evaluation should be restricted to observable behaviors established as goals (Ryan, 1973). Others, however, would base evaluation only on the academic and vocational skills acquired by the inmates, not on rehabilitation goals achieved (McKee, 1971). And still others view evaluation as either the impact on recidivism (Roberts, 1971; Lipton, Martinson, and Wilks, 1975); the impact outside the correctional institutions (Singer, 1977), or in terms of immediate effects (requiring pre- and post-testing) and long-term effects (requiring a five-year follow-up) (Research for Better Schools, 1974).

The Lehigh study states that one of the most important issues in correctional secondary education is the creation of "educational districts" within the penal system so that state and federal financial resources become available. This involves, however, the willingness of correctional educators in the penal education district to give up some of their control to those whose goal is education, not security. For example, GED testing, when it requires out-of-cell remediation, can be a threat to those concerned with security and adequacy of space. Too, frequent absenteeism caused by conflicting administrative scheduling of work assignments or counseling can be frustrating for the inmate as well as instructional staff. Often, the study reports, there is hostility from administrators and guards toward the inmate who is getting what they perceive as a "second chance" for education. Hostility also arises between corrections officials and teachers.

This issue leads into the next--the need for defined objectives. The question arises whether the secondary education program is seen as part of the total program (which includes vocational education, college preparation, etc.), or whether it is to become an end in itself.

In terms of the GED testing procedures issue, many problems must be addressed. For example, lengthy test waiting lists, combined with early release, parole, transfer, etc., cause some inmates to fail to receive their certificates. Also, too much diversity in the pretests used for GED testing results in an extremely limited profile of students' achievement level and ability to enter the GED program.

There is, moreover, the issue of false motivation--the subtle coercion of inmates to enroll in the educational program because of the better opportunity for parole (Kerle, 1977, in Bell et al., 1977); the instructional quality issue--the use of paraprofessional inmate teachers (Dell'Apa, 1973; Black, 1975); and the program delay issue--the delay of inmate education due to the conflict between admission processes, academic timetables, etc., and program entry procedures for state and federal prison inmates (in federal institutions, program entry is often on a once-a-week basis; in state prisons entry is on a semester basis) (Clark, 1977, in Bell et al., 1977).

Further, most of the secondary education instructional materials available for correctional programs are either designed for high school students (thereby encouraging disinterest and low motivation) and/or are geared to passing the GED test. The educator then finds it difficult to determine the necessity for particular program materials prior to requesting funding for resources because there are no guidelines for choosing effective materials.

Yet another issue is the evaluation of secondary programs regarding factors other than testing results. It has been strongly suggested that all aspects of the programs be evaluated (Whitson, 1976). Factors to be considered would then include such things as marketability of the equivalency certificate, the effect of GED preparation on inmate behavior and social acceptability, validity of the GED certificate in the inmates' social milieu in the free world, and recidivism rates as well.

And, finally, there is the issue of GED preparation as college preparation, i.e., the fact that some inmates perceive the GED certificate as an indication of their ability to function in a postsecondary program (Williams, 1977, in Bell et al., 1977).

Disproportionate attention has been paid to college-level programs, as opposed to basic education programs, over the last decade (perhaps because promotion of postsecondary programs seems to be accepted as the most effective "PR"). More inmates have completed high school, and funding possibilities have been expanded. But, at the same time, problems and issues in postsecondary education in corrections have developed. The Lehigh study addresses some of these.

The issue of the student selection process is especially prominent in the postsecondary area. Selection for these programs is too often based on time remaining in the sentence, security clearance, and the nature of the offense. There is, moreover, poor counseling concerning program criteria and lack of thorough pre-admission testing of applicants regarding intelligence, achievement level, and personality characteristics (Marsh, 1973).

Teacher attitude appears to be an important issue, too, in postsecondary correctional programs. Teachers are often more lenient in their demands with inmates than they would ordinarily be with any other group of postsecondary students. This leniency can translate as low expectation and "specialness" which can of course affect student motivation adversely (Semuro, 1976).

In addition, the study points out, there is great concern about the inadequacy of the postsecondary program libraries and materials and laboratory space (which makes it nearly impossible to offer physical science courses) (Emmert, 1976; Wooldridge, 1976).

The Lehigh study is highly attentive to funding and legislative issues in its discussion of vocational education programs. The first issue discussed is that of the need for funds independent of the correctional institution which give the inmate autonomy in his/her educational pursuits. An example of such funding would be the Basic Educational Opportunity Grants (BEOG). As the money for vocational education programs stands now, there is conglomerate funding (through state departments of education, state departments of corrections, state departments of vocational rehabilitation, CETA, and LEAA) and multiplicity of sources as well as the uncertainty of continued funding. Thus, programs last only so long as the dollars last and are in fact often designed in the eleventh hour to meet availability of funds.

Other issues in vocational education in corrections are pointed out and include the same problems found in other correctional programs as well as such problems as the inmate's difficult transition from an environment of forced work habits and little use of budgeting skills to outside, productive employment (McCollum, 1973). Also discussed are the need for site-specific needs assessment (Feldman, 1974) and the need for a study of projected labor needs, skill training standards development, and industrial contracting to ensure training equivalency.

In addition, the study reported on the issue of continually updating teacher training in correctional education and discussed the need for a correctional education major in teacher education institutions (Ayers, 1975; Kerle, 1973).

The study cited as another issue the need for "affirmative legislation" regarding the use of community resources, more work release programs, and employment-seeking release. Moreover, community access of the prison, i.e., the prison as a "community resource," is suggested (Kerle, 1973; Weissman, 1976), and it is reported that extensive services for post-release students are extremely rare, as is the articulation of credits to those in the free world (Cronin et al., 1976).

The study further brings up the need for communication among program administrators and cites the New England Resource Center for Occupational Education (NERCOE) report of 1973 as a document which established the importance of this need. The NERCOE report (entitled The First National Sourcebook: A Guide to Correctional Vocational Training) offers a sampling of vocational training programs regarding their implementation, funding, and operation. All the programs described together met criteria of replicability, uniqueness, success, and distribution (or variety). The programs are divided among seven categories:

- School and College Cooperative Programs
- Business and Industry Cooperative Programs
- Trade Union Cooperative Programs
- Professional and Paraprofessional Programs
- New Approaches in Traditional Courses
- Short-Term and Pre-Vocational Programs
- Organizational Methods

For reasons often discussed there are somewhat different issues involved in vocational education for female offenders than in vocational education for the general male offender population. The Lehigh study cites the National Study of Women's Correctional Programs (Glick and Neto, 1976) as the base for any discussion of issues concerning vocational education and female offenders. Issues discussed include the prevalence of stereotypical courses such as clerical courses, nursing, food services, and cosmetology. It is pointed out that if a program happens to be non-stereotypical, it is also usually less complex than a comparable male program. Also discussed is the fact that the low number of incarcerated females reveals a general opinion that females are less threatening (and therefore less subject to stiff sentencing, if any at all) and that females will almost always marry to be economically stable. In actual fact, 70-90% of incarcerated females will have to become self-supporting upon release (Morse, 1976). Vocational education programs for female offenders share the issues and problems of the other correctional education programs discussed in the Lehigh study, and more. As Glick and Neto (1976) point out:

> It seems clear that we need a different approach to planning and implementing programs for the female offender, an approach based on an accurate profile of the offender, as well as a more realistic assessment of her needs. It is not enough to develop programs based on presumed causes of crime, nor in terms of how the female offender may differ from her male counterpart. A more promising approach is to focus on the female offender as a woman, and examine how her needs relate to those of other women on the outside. (pp. xv-xvi)

The BOAE Report

The planning staff of the Office of the Deputy Commissioner of the Bureau of Occupational and Adult Education released a report in May, 1976, entitled The Federal Role in Vocational Education in Prisons. The strengths of this report lie in its discussion of obstacles to improving vocational education in corrections, funding agency roles, administration problems, and problems of specific inmate groups.

The first barrier to effective programs is defined as the ambivalent public attitude toward security and rehabilitation which results in a cycle of ineffectiveness. With an institutional and societal emphasis on punishment comes, obviously, an ineffective rehabilitative program which in turn leads to an even greater concern for security and punishment.

The report also states that while vocational education programs must be planned in the light of institutional security and the support of prison industries and maintenance and service activities, the institutional ethic of punishment/security must not be adopted. Also cited as obstacles are (1) the fact that vocational educators have continuous conflicts with the academic educators and (2) that the responsibility for delivery of rehabilitation services is divided among federal and state agencies.

As the report states, many of the agencies involved in rehabilitation of offenders are competing both in terms of the constituencies they fund and the kind of statutory requirements they demand. A brief look at agencies' roles in funding vocational education programs may reveal why programs become ineffective.

The U.S. Office of Education (OE), through the Vocational Education Act (VEA) of 1968, can allocate funds for programs for the disadvantaged. However, many VEA programs, the BOAE report states, have become sex-role oriented; many states include industry and maintenance programs as VEA projects; and inmates are not empowered to have influence in the writing of state plans which determine direct monetary assistance to the states (for example, civil disability statutes prohibit inmates from voting). Inmates have no input into their own programs. Too, public schools have active constituencies; prisons and jails, the report continues, do *not*.

The U.S. Department of Labor (DOL), through the Manpower Development Training Act of 1966 (MDTA), could allocate funds for pilot programs which included full rehabilitation services and cooperation of both state and federal agencies in the development and implementation of the programs. MDTA was not, however, utilized by most institutions and was limited in its effect because it specified that training occur close to the release date. This resulted in the offender's overlong exposure to prison culture and, therefore, often less acceptance of a training program. Moreover, MDTA didn't fulfill its experimental function or its goal of developing innovative programs in diverse occupational areas. It, in fact, focused primarily on in-prison programs and relied on established community programs for other rehabilitation services. It was replaced in 1973 by the Comprehensive Employment Training Act (CETA). However, while offenders are indeed a target group for CETA funds, *ongoing* funds must be allocated by the states, and target groups must compete with each other for Title III experimental funds and with all others for Title I allocations to states. Too, CETA will provide no new vocational education training programs per se for offenders. The emphasis, rather, is on *existing* correctional and community resources available for the vocational education component of rehabilitation services. As Gary Weissman (in Cronin, 1976) of the Office of Manpower Programs, DOL has stated, ". . . the Department of Labor is not currently using [earmarked offender program] monies and has no immediate plans to support Vocational Education programs in State Prisons (p. 77)."

The Omnibus Crime Control and Safe Streets Act of 1968 created the Law Enforcement Assistance Administration (LEAA) in response to the results of the President's Crime Commission report in 1967. LEAA Part E funds provided for the development and implementation of programs or projects for construction, acquisition, and renovation of correctional facilities and for improvement of correctional programs and practices (in the form of block grants and discretionary grants). Part C provided basic grants to states for law enforcement assistance. Most of these funds go for the hiring and training of correctional personnel, legal services for offenders, community programs, and rehabilitation of alcoholics and drug addicts. Only a small part of LEAA dollars goes to vocational education programs.

In June, 1977, Attorney General Griffin Bell released a Department of Justice Study Group report which analyzed the LEAA and made recommendations for its restructuring. The study group states:

> The detailed statutory specification has encouraged state and local governments to focus more on ensuring statutory compliance rather than on undertaking effective planning, since they are virtually assured of Federal approval of the final product as long as all the requirements specified in the statute and LEAA guidelines are met. (p. 8)

In addition, the study group made eight specific recommendations for reorganizing the LEAA. These eight fall under two general recommendations:

(1) Refocus the national research and development role into a coherent strategy of basic and applied research and systematic national program development, testing, demonstration and evaluation. (p. 10)

(2) Replace the present block (formula) portion of the program with a simpler program of direct assistance to state and local governments with an innovative feature that would allow state and local governments to use the direct assistance funds as "matching funds" to buy into the implementation of national program models which would be developed through the refocused national research and development program. (p. 14)

It is the intent of the study group that, if the recommendations are adopted, states and localities will be able to implement criminal justice programs to fit their specific needs. It remains to be seen whether, even if the recommendations are adopted, *when* enabling legislation will be forthcoming and, even then, whether the monies allocated will go for effective rehabilitation/reintegration programs which have appropriate educational components.

The Federal Bureau of Prisons (BOP) is also involved in vocational education for offenders. The BOP is authorized to provide full rehabilitation services for federal prison inmates. Educational programs offered are: ABE, Adult Secondary Education (GED), Postsecondary Education, Social Education, Recreation, and Occupational Education (occupational exploration, vocational education, apprenticeships, and on-the-job training in shops, prison industries, and the community through work release). Within the BOP the Federal Prison Industries, Inc. (FPI) "provide for the vocational training of qualified inmates without regard to their institutional or other assignments" (BOAE, 1976). This sounds quite conscionable, but it must be noted, the report states, that FPI is a profit-making corporation and that, therefore, it emphasizes *production* through training, *not* particularly skill acquisition for job market success.

BOAE further reports that the administration of effective vocational programs for offenders involves such problems as undefined concepts, the low priority of rehabilitation programs, the existence of vocational programs mainly for the requirements of prison industry and maintenance and service, and the minimal linkage between vocational education programs and other parts of the rehabilitation program (both in-prison and post-release). Moreover, BOAE offers statistics which show that most of the vocational training of offenders is for low prestige, blue collar, service job areas. This fact, the report says, reflects a bias regarding the work capability of offenders and concentrates on fulfilling institutional needs. The data reveals the concentration of training in but a very few areas and the small percentage of inmates who participate in even the slightly more job market-relevant areas. Thirty-one percent (31%) of prison industries fall into the following areas (one (1) of nine (9) inmates participate):

- furniture manufacture and repair
- garment manufacture
- printing
- tag and sign manufacture

Ninety percent (90%) of prison maintenance activities are concentrated in two areas (48% of the inmates participate):

- general institutional maintenance
- food services (BOAE, 1976)

The BOAE report discusses in particular the problems of jail inmates and female offenders. In local jails, the report states, rehabilitation is generally perceived as determining guilt since the majority of alleged offenders are awaiting legal action such as arraignment, trial, or appeal. Too, the convicted jail inmate is guilty of a misdemeanor and, therefore, is serving a maximum sentence of one year (the average inmate serves less than six months). However, only 26.5% of the programs offered can be completed in less than six months. Furthermore, the jails are particularly oriented toward custody. Ninety percent (90%) of jail personnel were found to be employed in either administrative, custodial, or clerical capacities.

The report continues in its discussion of the problems of jail inmates by describing the limited training available (often, when offered, only in crafts and service work). Idleness and boredom abound because of "passive" recreation (radio, TV, exercise yards), and the facilities are extremely crowded. There is a need, BOAE says, for study and work release programs through which the jail inmate can learn in the community, return to jail, and complete his/her training after release.

The female offender population, as mentioned previously, also suffers from more extensive problems than are usually recognized. With a very small number of incarcerated females, the report explains, even the largest female institution has very few inmates. The training is minimal, therefore, and stereotypical (clerical skills and personal services). Females, perceived as less "rehabilitatable" because their crimes (drug offenses or prostitution) provide them with more monetary incentive than trades, are seen as less in need of training programs. Their crimes are thought to be "victimless," and the "chilvary factor" is strongly evident. Moreover, it is generally assumed that the 80% of female offenders with dependent children will receive welfare support upon release--a cyclical problem at best!

The Education Commission of the States (ECS) Report

This report was funded by the LEAA through the Correctional Education Project of the ECS and was released in March, 1976, as An Overview of Findings and Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders. The report offers analyses of the following five (5) national commission studies and five (5) published national studies:

- National Advisory Commission on Criminal Justice Standards and Goals (Washington, D.C., 1973)
- Western Interstate Commission for Higher Education (Boulder, Colorado, 1973)
- GED Testing in State Penal Institutions (John J. Marsh, Correctional Education, Vol. 25, No. 1, Winter 1973)
- An Evaluation of "Newgate" and Other Prison Education Programs (Marshall, Kaplan, Gans, and Kahn, Inc., 1973)
- School Behind Bars--A Descriptive Overview of Correctional Education in the American Prison System (Syracuse University Research Corp., 1973) (SURC)
- Education for the Youthful Offender in Correctional Institutions (Western Interstate Commission on Higher Education, (WICHE), Boulder, Colorado, 1972)
- The Criminal Offender--What Should Be Done (President's Task Force on Prisoner Rehabilitation, 1970)
- A Time to Act (The Joint Commission on Correctional Manpower, Washington, D.C., 1968)
- State-Local Relations in the Criminal Justice System (Commission on Intergovernmental Relations, 1971)
- The President's Commission on Law Enforcement and Administration of Justice: Task Force on Corrections (Washington, D.C., 1967)

For the purposes of this paper only the following (which appear to be more extensive and/or seminal) ECS analyses of studies will be discussed. (The SURC study was referenced earlier in this paper and will not be discussed in detail here. Likewise, the last study's findings of the year 1967 are reported in more depth in the more recent studies addressed.):

- National Advisory Commission on Criminal Justice Standards and Goals (1973)
- An Evaluation of "Newgate" and Other Prison Education Programs (1973)

- The WICHE Study on Youthful Offenders Education (1972)

- State-Local Relations in the Criminal Justice System (1971)

National Advisory Commission on Criminal Justice Standards and Goals. This study resulted in many recommendations still pertinent today. It recommends, for example, that there be inmate involvement in curriculum development and that social and coping skills and basic academic competency be part of the curriculum. The study advocates learning laboratories and programmed, competency-based instruction in which the student knows the objectives in advance of instruction, is offered open entry and exit, proceeds at his/her own rate, and can "test out" and/or "recycle."

In addition, the study recommends that correctional teachers be trained also in social education, reading, and abnormal psychology and that each correctional education department in an institution have on board a school psychologist and a student personnel worker. It also suggests the use of trained inmate instructors, and the utilization of out-of-prison educational programs and correspondence courses for those programs not available locally. It calls, too, for on-going, comprehensive training and evaluation performed in cooperation with community representatives.

However, it should be noted that the committee's recommendations are frequently of a "blanket" nature (e.g., the call for teacher ratios of 1:12 and for learning labs at every institution). These kinds of recommendations therefore may not be the best guide available.

An Evaluation of "NewGate" and Other Prisoner Education Programs. This report offers recommendations based primarily on the NewGate Model, a college education model developed by a project funded in 1969 through OEO. The study calls for in-prison college programs which provide a college atmosphere and support services such as special recruitment, counseling, remediation, pre-release assistance, and post-release financial and emotional support on a college campus. It suggests that programs should address inmates with latent potential and should have open admissions, outreach activities, and offer full time status and a diversity of courses and independent study.

Moreover, the study recommends that staff be hired from the academic community with staff rotation implemented by the higher education institution and that there be individual and group therapy which is voluntary and confidential and in which the therapist is *not* an *evaluator*. The study further suggests that post-release financial support be based on objective, predetermined standards of performance, that post-release campuses have "after-care" offices, that post-release participants have part-time, study-related jobs on campus, and that the released student reside in a program residence house for a *specified short* period.

In terms of the program/prison environment issue, the study recommends that areas of autonomy be negotiated; e.g., the prison and program administrators could negotiate reparation for the prison's loss of administrative authority through certain benefits derived from the college program which enhance the prison's high school and vocational education programs. It recommends, too, that divisiveness between participants and inmates be prevented by *not* granting extra privileges to the participants and by assigning peer turoring jobs to non-participants. This can also be accomplished, the study says, through affirmative action recruiting, by offering remediation, and through encouragement of comparable programs for other inmates. The study goes on to recommend that the college programs not intervene in release decisions and that a governing board of directors be formed by both the prison and college or university.

The WICHE Study on Youthful Offender Education. It reports that very few institutions teach social skills to a population which especially needs such training. It also states that only 10% of youthful offenders are below high school age but that 60% of the youth have not achieved educationally beyond grade 8; that the teachers in youth facilities say that 50% of the youths require remediation, 71% have social problems, and 43% have emotional problems; and that 47% of these teachers say that they themselves had an inadequate formal education.

Concerning prevention, the study suggests that public schools deliver education focused on humanizing interpersonal relationships and that career education be implemented through work-study, internships, apprenticeships, vocational and professional study, and individual assignment to both paid and volunteer craftspersons. It further recommends that ex-offenders be used in the instructional process and that public schools involve students in such governance and administration activities from which they have traditionally been excluded.

State-Local Relations in the Criminal Justice System. This study focuses on adults in prisons. It recommends that community-based programs be expanded and that preservice and inservice training of *all* staff be improved. It suggests that compensation rates be raised to attract more qualified teachers and that professional counselors be employed to help inmates prepare for community life.

Also, the study calls for participation incentives, for modern management practices, for repeal of laws prohibiting the sale of prison-made goods, and for control over restrictive labor union practices. It recommends, too, regionalization of state correctional facilities and, thus, expanded work and study release programs which give the inmate more time in the community. It adds that extension courses and self-improvement courses should be offered by universities and colleges *within* the prison.

The Maryland Model

The Maryland Model is a correctional education model developed at The Center for Vocational Education, The Ohio State University, for the purpose of planning "for the improvement of the educational and occupational preparation of criminal offenders within the MDOC (Maryland Department of Correction)." The model centers on 15 components and describes "an administrative structure capable of delivering the model." The components are:

- System's Goals and Objectives
- Population Needs Analysis
- Job Market Analysis
- Job Performance Analysis
- Classification and Assignment Function
- Education Promotion
- Student Recruitment
- Guidance and Counseling Service
- Reward System
- Program Planning
- Curriculum Development, Resources, and Ancillary Services
- Instruction
- Job Placement, Follow-Through, and Follow-up

- Evaluation
- Strategic and Tactical Planning (Whitson, 1976)

Were all the above components implemented, the model states, the program would reveal the following characteristics:

- Education and vocational training are viewed as a comprehensive system whose parts are interrelated.
- All parts of the system are pointed toward the accomplishment of system objectives.
- System goals are detailed and supported by objectives that are specified in measurable terms.
- There is systematic short- and long-range planning for the management and operation of the correctional education model.
- Research on, and evaluation of, the system's performance takes place on a continuing basis.
- The model has centralized planning and management and decentralized operation. (Whitson, 1976)

The administration structure for delivery of the model has the following objectives. . .

- Provide inmates with educational opportunities.
- Provide for articulation.
- Effective resource management.
- Interact positively with other internal correctional functions.
- Coincide with correctional goals. (Whitson, 1976)

and is based on the following standards:

- Program Stigma--the ability of the program to avoid negative labels attached to this particular sub-group of the general population.
- Credentialing--the ability of the program to negotiate and deliver a comprehensive breadth and scope of legitimized licensing and credentialing.

- Maximum Use of Existing Education Resources--ability to maximize the use of the state's existing resources for comprehensiveness and flexibility.

- Education System Impact--the program potential for becoming an established part of the existing education system.

- Corrections Input--the ability to maximize education opportunity for corrections clients that is compatible with present and/or future Corrections Division policy that might affect education policy.

- Potential for Community-Based Corrections Education--the ability to meet the changing clients' needs based on nationwise trends toward community-based corrections systems.

- Financial Consideration--the ability to draw upon sources of funding adequate for initiating and maintaining new corrections education programs.

- Evaluative Mechanisms--the ability of the administrative structure to facilitate the evaluation of corrections education programs. (Whitson, 1976)

Proceedings of the Workshop for Improving Vocational Education in Correctional Institutions

The results of these workshop proceedings are divided into four (4) topics and related concerns which provide relevant, up-to-date statements of what correctional educators and experts are thinking and doing and what they would like to do. Topic 1, How Do We Develop the Role of Vocational Education in Corrections?, raised four (4) concerns:

1. Parameters of vocational education in corrections

2. Inmate career development

3. Inmate needs for academic education

4. Public acceptance of vocational education in corrections

Topic 2, How Do We Meet the Needs of Students?, brought out these concerns:

1. Determine student needs

2. Acknowledge student needs

3. Evaluate efforts to meet student needs

Topic 3, How Do We Develop Realistic Programs in Correctional Vocational Education?, resulted in four (4) concerns expressed by the presenters and participants:

1. Uniqueness of vocational education programs in corrections

2. Personnel development

3. Instructional methodology

4. Job relatedness

And Topic 4, How Do We Develop Cooperative Approaches to Vocational Education in Corrections?, resulted in the following general concern:

1. Strategies for developing cooperation

The participants reorganized their concerns to develop a "Plan of Action" for improving vocational education in corrections. This plan had as its major categories, Research, Personnel Development, Program Improvement, and Cooperation.

Proceedings of the National Conference on Vocational Education in Corrections

The proceedings of this national conference, held in Houston by The Center for Vocational Education, The Ohio State University, evidence one of the widest ranges of concerns, recommendations, and descriptions of effective programs to be found anywhere at the present time. The presentations are divided into the following nine sections:

- Setting the Stage

- The 1976 Education Act and Vocational Education in Corrections

- Funding and Delivering Vocational Education in Corrections

- Information Retrieval and Future Technology for Vocational Education in Corrections

- Planning, Accountability, and Standards for Vocational Education in Corrections

- Job Market Information and Offender Placement
- Offender Needs and Interests
- Personnel Development
- Interagency Cooperation

Two of the presentations, one describing the thinking behind the planning for delivering vocational education programs in corrections, the other describing an actual effective program, merit attention in this paper. The other presentations are highly recommended as important discussions of the current critical issues in vocational education in corrections.

The presentation by Mary Ann Evan, entitled "Approaches for Delivering Vocational Education in Corrections," resulted from work by the staff of the Oregon Corrections Education Commission in its analysis of different options available to the state for delivering vocational education in corrections based on eight criteria: program stigma, credentialing, maximum use of resources, education system input, corrections input, potential for community-based education, financial considerations, and evaluative mechanisms. Oregon proposed, finally, the option which involved creation of a semi-autonomous commission because it fulfilled best the eight criteria.

Both the analysis undertaken in Oregon and especially the structure of the semi-autonomous commission proposed by the state have implications for other states' delivery systems. The semi-autonomous commission, as it was proposed in Oregon, would include members from the Corrections Division, the State Department of Education, the State System of Higher Education, the Employment Division, and the community colleges--thus encouraging important linkages. Moreover, the commission approach would be able to avoid stigma "depending upon where it /the commission/ is housed"; it could offer a broad range of credentialing; it could assure "that correction education programs become an established part of the existing education programs placed within the education community; and, most importantly, "the commission would have access to the state's financial education resources for corrections education programs which are not accessible to these programs at this time" (Evan, 1977).

Russell Leik's presentation, "Wisconsin's Mutual Agreement Program (MAP)," has important implications for the current movement toward community-based corrections and the reintegration problems which must be addressed before community-based programs can work. This discussion of Wisconsin's MAP addresses the problem of inmate enfranchisement in his/her own educational process--a critical issue regarding motivation and eventual job market and personal success.

Funded by LEAA, MAP has seven components:

1. skilled or vocational training
2. work assignments
3. academic education
4. treatment
5. conduct within the institution
6. transfer-security classification
7. other needs
8. target parole date

All of these components involve extensive negotiation between the inmate and support worker or instructor or MAP coordinator and a high degree of mutuality. Inmate appeals regarding any decisions are part of the process and all disputes involve deliberation between the inmate and administrative body.

The success of the MAP program and its impact is described as follows:

> . . . MAP has required [the Division of Correction] to be accountable for delivering the services if it has agreed to in the contract . . . . MAP has also served as a catalyst to motivate residents to enter into and successfully complete vocational training. The resident in the MAP process is provided a definite role in the planning of his/her activities during confinement and, once a mutually agreed upon contract is signed, has a definite incentive to complete the program in return for a specific release date . . . approximately 78% of the successfully negotiated contracts are completed . . . [and] the resident [has] the experience of successfully planning and completing a program designed for his/her reintegration into the community. (p. 141)

The MetaMetrics Report

This report was prepared in April, 1977, for the Office of the Assistant Secretary for Planning and Evaluation (HEW) and is entitled, A Review of Corrections Education Policy for the Department of Health, Education and Welfare. The findings and recommendations presented in the report are intended by MetaMetrics to be used for HEW policy formulation and implementation concerning corrections education. The report recommends that "national policy encourage corrections education programming at the state and local levels" (pp. 5-10); that HEW involve itself more positively in corrections education through "the establishment of a Representative of Corrections Education within the Office of the Secretary with the function of representing the interests of the corrections clientele similar to the representation provided other minority and disadvantaged groups" (pp. 5-11); and that the following areas of need be addressed:

- state-of-the-art of corrections education technology and learning theory
- survey of existing program models and organizational arrangements
- correctional education standards
- national clearinghouse or reference service
- technical assistance program
- exploration of new funding methods
- innovative educational approaches to corrections education (MetaMetrics, 1977)

The American Correctional Association (ACA) Standards

The ACA, through the Commission on Accreditation for Corrections, has published a Manual of Standards for Adult Correctional Institutions which addresses 29 operational and program areas through statements detailing standards expected to be met and brief discussion of those statements. The obvious need for such standards (and the accreditation process involved) is well-stated in the manual (1977):

> The twentieth-century problems of inadequate funding, overcrowding, inmate disturbances, and frequent court intervention demonstrate not only a need for standards, but also a need for their careful and consistent appli-

cation. The implementation of standards via accreditation thus holds great promise for substantial gains in providing humane care and treatment, in redirecting the offender, and in the realization of increased efficiency and effectiveness in the expenditure of public funds.

The National Study of Vocational Education in Corrections Standards

Similarly, this project's current development of national standards addresses the glaring need to "upgrade vocational education programs, establish new goals, update program guidelines, and in general enhance the quality of . . . program offerings, (p. 1)." These standards have not been involved in the process of accreditation but are intended for such involvement in the near future. Meanwhile, they easily serve as statements of conditions which should exist in five areas of vocational education program operations in a correctional institution or system and can, as such, be used by corrections personnel for program improvement.

IV. SUMMARY AND OBSERVATIONS

The surveys, reports, programs, and models discussed in this review underscore the dissonance between the way things are and the way things should be in vocational education for offenders. It is clear from the data of survey research in corrections and from the nature of proposed models for correctional education that 1) vocational education for offenders, by encompassing GED, ABE, postsecondary, and college programs, must embrace a broader definition than training for job placement; 2) the prevalent punishment/retribution model must give way to a model which involves community access, acceptance, and reintegration buttressed by a firm national policy which supports specific state and local program development accountable to federal models and guidelines; and 3) more effective training of correctional educators must occur to ensure more comprehensive and precise assessment of the educational levels and needs of inmates and to provide for programs both in prison and in the community which address those needs.

The chores of hearing the charges for change in vocational education in corrections, addressing those charges, defusing old mythologies and biases, and changing and establishing appropriate programs for a constituency which is determinedly separated from "real happenings" within our society and culture and routines of everyday life would all seem to militate against effective vocational education in corrections. However, by maintaining an awareness of the kinds of thinking, program development, legislating, and implementation and delivery exemplified in the documents discussed in this paper, and by contributing to thought and action in the field, corrections educators and experts should be able to begin to make a difference--to influence others with more "clout," to involve our culture in "reacceptance" of those who have been unacceptable, and to implement programs which are enfranchising, involving, and "educational" for both the participant and the surrounding community.

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STUDY OBJECTIVES

The major objectives of the National Study of Vocational Education in Corrections were:

- To describe the state-of-the-art of vocational education in corrections as it is reflected in contemporary literature and documents.
- To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
- To survey nationally all vocational education programs in corrections to develop a data base for future planning and evaluation.

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

TECHNICAL REPORTS

1. Vocational Education in Corrections: An Interpretation of Current Problems and Issues.
2. Standards for Vocational Education Programs in Correctional Institutions.
3. Vocational Education in Correctional Institutions: Summary of a National Survey.

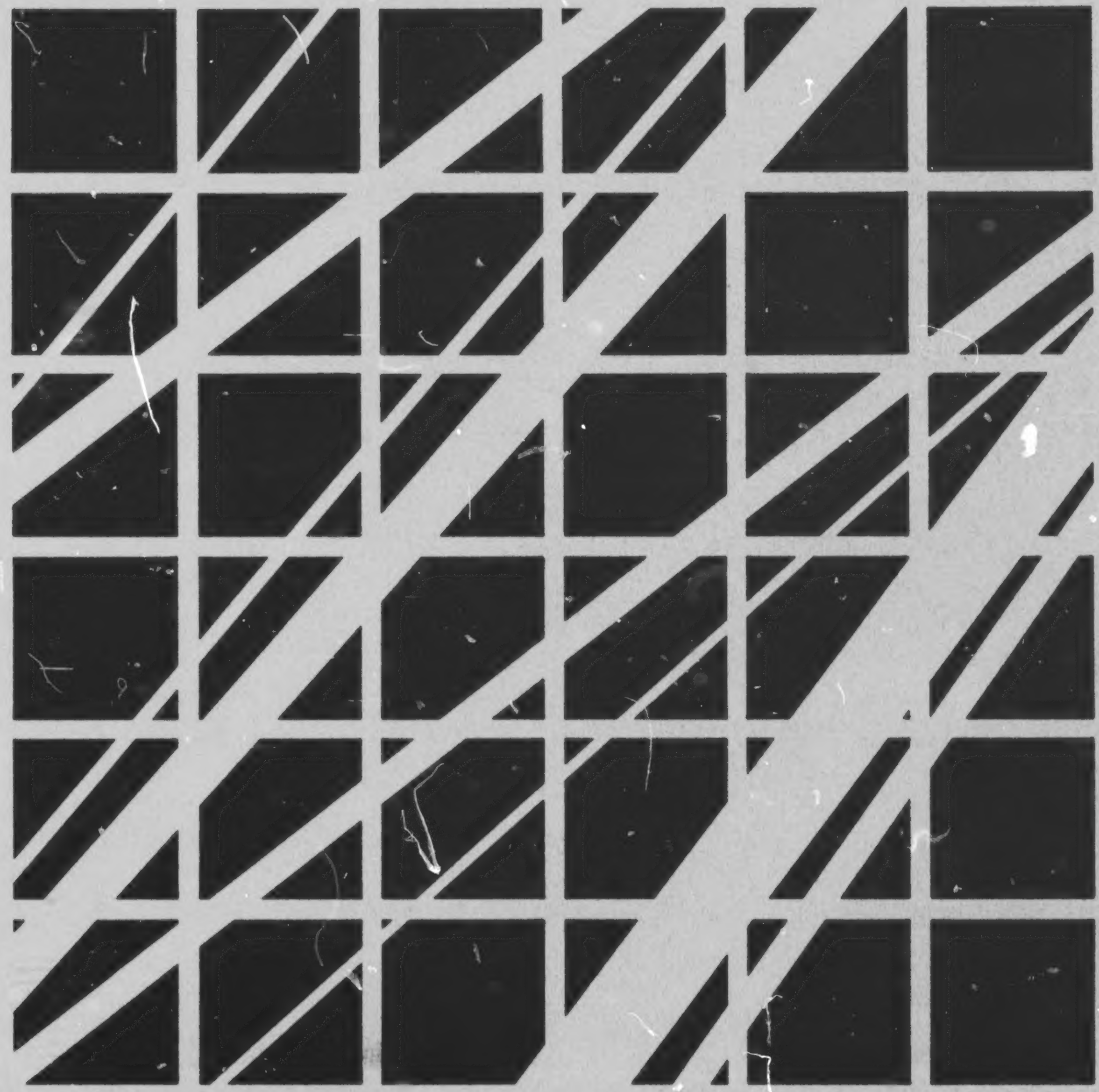
AVAILABILITY

For information on the availability of these reports contact: CVE Publications, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX B

STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS

STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS



NATIONAL STUDY OF
VOCATIONAL EDUCATION
IN CORRECTIONS
TECHNICAL REPORT NO. 2

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS

National Study of Vocational
Education in Corrections

Technical Report No. 2

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

December 1977

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

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FOREWORD

The National Study of Vocational Education in Corrections developed several products. A complete list is provided on the back cover of this document. Standards for Vocational Education Programs in Correctional Institutions is one of those products. The standards, which appear in this publication, were developed in collaboration with a panel of experts in the fields of vocational education, corrections, and correctional education and with a project advisory committee.

The standards have not yet been adopted as part of any agency's accreditation process. They are, however, being examined by several professional organizations. A possible outcome may be the incorporation of the standards into an accreditation process. The standards provide guidance for corrections personnel to establish vocational education programs or update and enhance already existing programs.

Compliance with these standards may require adjustments in correctional institutions operations, e.g., significant change in traditional operational procedures; increased budgets and reallocation of funds; and commitment from administrators and staff. Dedicated efforts of administrators and staff to make such adjustments will result in vocational education programs which meet the training needs of inmates. As a result, vocational education program accountability will accrue to the systems.

The cooperation of many people and correctional institutions made the standards a reality. Recognition is given to the project's advisory committee and the panel of experts whose input was invaluable in the development of the standards. Appreciation is extended to the 185 correctional and educational personnel from twenty-six sites in Arizona, California, Colorado, District of Columbia, Florida, Illinois, Kansas, Minnesota, New Jersey, New York, Oregon, Texas, and Virginia, who made it possible for project staff to test the validity of the standards in operating correctional vocational education programs.

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I. STATEMENT OF PURPOSE

The development, improvement and expansion of vocational education programs in corrections depends, in large part, on the ability of institutions or systems to evaluate their programs. Such evaluation is the process of making judgements about the extent to which programs accomplish institutionally established goals and objectives. Evaluation is also useful in measuring the degree to which an institution's programs meet national standards.

Standards are statements of ideal conditions which exist in successful vocational education programs. This set of national standards for vocational education programs in corrections describes a set of conditions in five areas of vocational education program operations within a correctional institution or system. The standards were developed to help corrections personnel establish goals and develop guidelines for programs of occupational training.

It should be noted that the scope of the National Study of Vocational Education in Corrections included neither the design of a process nor the development of instrumentation whereby the standards could be used to evaluate existing vocational education programs in correctional institutions. It is hoped that the design of a process and instrument development necessary for the expanded use of these standards will be feasible in the near future. In the interim, however, the standards may be useful to corrections personnel seeking to up-grade vocational education programs, establish new goals, develop improved guidelines, and in general, enhance the quality of their program offerings.

II. STANDARDS STATEMENTS AND DISCUSSION

Curriculum and Instruction

1.1 PROGRAM DESCRIPTIONS

Each system or institution has written descriptions for each of the vocational programs.

> Discussion: Written descriptions for vocational programs serve students, staff, and others interested in knowing about individual course offerings. Descriptions should be written in such a way that they explain the value and meaning of the course to the student, describe the type of career for which the training prepares the student, provide an indication of recent job demand data, and define the relationship of the program to other educational and training-related activities within the institution. (Also see Standard 2.1)

1.2 PERFORMANCE OBJECTIVES

Each system or institution has statements of expected student performance for each vocational program.

> Discussion: Performance objectives for each vocational program tell both teachers and students what is expected of them in the vocational programs. Objectives also provide a list of what performances will be measured at the end of training. Performance objectives should be reviewed regularly with input from staff, advisory committee members, and students and kept current with expectations held by business and industry and the labor market in general.

1.3 ADMISSION CRITERIA

Each system or institution has and observes a set of written criteria for admission to each vocational program.

> Discussion: Admission criteria are measures by which student eligibility for vocational programs is evaluated. Enough flexibility should exist within the criteria themselves as well as in their application to allow decisions to be made on the basis of individual student need, motivation, and desire for participation in vocational education programs. Criteria for student participation in vocational education programs should be a functioning part of the institution's intake and classification process. (Also see Standard 2.2)

1.4 INSTRUCTIONAL METHODS AND PROCEDURES

Each system or institution has on file for each of its vocational educational programs written comprehensive courses of study which include suggested teaching methods and procedures, and equipment, facilities, and supply resource lists.

> Discussion: Concern for the quality of course content and material presentation methods creates the need for written instructional methods and procedures. Review and revision of the methods and procedures as necessary will ensure their correctness and the timeliness of course content for each occupational area for which training is provided.

1.5 LEARNING RESOURCES

Each system or institution has easily accessible the learning resources (e.g., textbooks, manuals, handouts, booklets, tests, audio-visuals, and other special materials) necessary for effective and efficient instruction in each vocational course.

> Discussion: Success in working with adult students calls, in part, for high-interest materials and diversified learning methods. However, no matter how well prepared learning resource materials are, they are of no value to students unless the students have easy access to learning facilities, materials, and related equipment. In addition to needing room, resources, and the time for independent study, students will need to be taught how to access and use materials and equipment.

Students

2.1 ORIENTATION TO PROGRAMS

Each system or institution has an on-going orientation program to acquaint students with vocational and academic educational programs.

> Discussion: In order for students to be aware of the alternatives available to them through vocational education programs, they must be provided with a well-planned and comprehensive orientation to the total vocational education program. Such an orientation program can also be valuable to new institutional staff members in vocational and academic education and other related areas. (Also see Standard 1.1)

2.2 GUIDANCE AND COUNSELING FOR PROGRAM PLACEMENT

Each system or institution has a guidance and counseling and placement program to test, evaluate, and counsel students in order to place them in vocational programs.

> Discussion: Accurate assessment of students' needs prior to placing them in vocational classes better ensures their success and achievement in those classes. Guidance and counseling services which can provide such an assessment are essential to the success of both the vocational programs and the students participating in programs. Although it is desirable to have these services provided by the instituion staff, it is possible to contract for their provision by another agency or school. Steps should be taken to guarantee the inclusion of the guidance and counseling and program placement process in the institutional intake and classification procedure. (Also see Standard 1.3)

2.3 RECORDS

Each system or institution maintains a student record system and educational files which are open to staff and to student review, subject to state and/or federal privacy laws.

> Discussion: Students and staff benefit from an educational record system and files which are accessible. Open records promote accurate and fair information reporting which facilitates better rapport between those reporting and those reported on. At the time of release from incarceration, a student's educational record should be available to the student, prospective employers, and free-world school personnel.

2.4 VOCATIONAL-TRAINING-RELATED ACTIVITIES

Each system or institution provides students the opportunity for practical application of skills acquired through vocational training during the remainder of his/her stay in the institution.

> Discussion: Students should be provided the opportunity to use the skills they have developed through vocational training during their entire term of incarceration. Practical application of newly acquired skills prevents their growing rusty from lack of use and provides a link between the world of training and the world of work.

2.5 STUDENT EVALUATION

Each system or institution has a student evaluation program to test thoroughly and fairly students' learning progress and to certify the attainment of competencies and/or skills necessary to various on-the-job activities.

> Discussion: Periodic fair and accurate evaluation of student progress in a vocational training program tells both teacher and student how a student is achieving in relation to how he should be achieving various performance objectives specified for the program. Only through such an evaluation can occupational competencies be tested and certified. Evaluation includes paper-and-pencil tests and practical application of skills learned to complete a real job task. It is also important that students be aware of and actively involved in both the development of evaluation criteria and in the process of evaluation.

2.6 LICENSING AND CREDENTIALING

Each system or institution provides students an opportunity to enter and complete such programs as may lead to appropriate licensing and credentialing once training is completed and competencies are certified through the institution by the appropriate agency or group.

> Discussion: Although the rules and regulations governing licensing and credentialing may vary from state to state and occupation to occupation, and the system cannot guarantee a student a license, it is essential that students have the opportunity to become licensed. If licensing is not necessary to a student's ability to obtain a job, completion of training programs should be recognized by some type of diploma or certificate which would also certify the skills attained. Such certification should be recognizable by schools and business and industry in the free world.

2.7 GUIDANCE AND COUNSELING FOR JOB PLACEMENT

Each system or institution has a guidance and counseling and job placement program the function of which is to develop jobs, make jobs available to ex-offenders, counsel students, and assist them in securing jobs appropriate to their job skills.

> Discussion: The function of a guidance and counseling program does not end when a student is placed in the appropriate training program. Assistance in searching for a job, preparing for an interview, and being placed in the proper job once training is completed is essential to a student's success in being integrated into the world of work. These services are best performed by trained instructional personnel. However, it is possible to satisfactorily provide the services using personnel from another agency or school. A strong emphasis of the program should be on the development of jobs within the community suitable for ex-students.

2.8 FOLLOW-UP

Each system or institution has a comprehensive follow-up-of-graduates program to determine the degree of relevance and the success of the institution's vocational training activities and job placement services.

> Discussion: Awareness of program strengths and weaknesses is vital to the development of a superior training program. Data from well-planned and well-implemented student follow-up programs can provide a great deal of information about the successes and failures of training and placement activities and about what changes are needed to help the program better meet the needs of students and employers--both in the institution and in the free world.

2.9 FOLLOW-THROUGH

Each system or institution has a plan to make credits for vocational education in a correctional institution transferable to educational institutions in the community.

> Discussion: A plan for articulation or follow-through services allows credit earned in correctional vocational education programs to be transferred to educational systems in the community, e.g., community or junior colleges, area vocational schools, colleges or universities. Students who do not have the opportunity to complete a vocational education program prior to release from a correctional institution are permitted to transfer credits to a free world program for completion.

Staff

3.1 SELECTION AND PREPARATION

Each system or institution has a written staff selection plan for vocational administrators and faculty.

> Discussion: In fairness to both employer and employee, staff selection criteria should be written and available to both. This practice facilitates publicizing and hiring for a position and helps employers and prospective employees evaluate employee capabilities. The criteria should be regarded as guidelines for staff selection. They should be flexible to account for individual differences in prospective employees and job position requirements.

3.2 SALARY AND PROMOTION

Each system or institution has for vocational administrators and faculty a published salary schedule and fringe benefits program which includes a plan for evaluation and promotion.

> Discussion: Awareness of institutional salary scales, promotion policy, and evaluation procedures is necessary for maintaining good staff morale. Staff members who are kept informed about salary scales, performance evaluation and promotion criteria, tend to feel more satisfied and secure in their jobs.

3.3 PROFESSIONAL GROWTH

Each system or institution has a written professional growth plan which provides for upgrading of occupational competencies of administrators, teachers, counselors, and other staff through in-service activities, on-the-job experiences, participation in related professional organizations, and additional college training.

> Discussion: The effectiveness of educational staff members is affected by the degree to which their materials, teaching methods, and specific occupational skills are current as well as by the degree of their motivational levels. These factors are frequently enhanced by the quality and availability of professional growth opportunities. The existence of a written plan for such professional growth activities assures staff members that such services will be available to them on a regular basis. Released time and compensation for in-service education and for participation in professional organizational meetings should not be overlooked as a motivational factor in professional growth plans.

3.4 BUSINESS AND INDUSTRY INVOLVEMENT

Each system or institution has a plan to involve teachers, placement officers, and counselors with business and industry closely allied to the world of work and to keep teachers and others up-to-date in business and industry activities and technology.

> Discussion: Because of their teaching responsibilities, staff members do not often have the time or resources available to them for developing and maintaining valuable contacts with business and industry. These contacts are important to almost every phase of a successful vocational education program and should be built into the institution's overall vocational program. Such contacts help make institution staff aware of how things are being done in the free world work settings, thus enabling staff to design institutional instruction in which the knowledge, skills, and attitudes taught are more realistic.

3.5 STAFF EVALUATION

Each system or institution has an evaluation plan which determines the adequacy of professional preparation, performance, and growth of each vocational education staff member.

> Discussion: An evaluation plan established by the institution with input from the staff members is essential to the maintenance of quality staff performance. When staff members are evaluated on the basis of professional preparation, performance, and growth, they are motivated toward quality performance and self-improvement. The existence of an evaluation plan also keeps staff members aware of the expectations of the institution regarding their performance. (Also see Standards 3.2 and 3.3)

Organization and Administration

4.1 PHILOSOPHY, PURPOSE AND MEANS OF PROVIDING VOCATIONAL PROGRAMS

Each system or institution has a current and readily available written statement which describes the institution's vocational education philosophy, programs, and ancillary services provided for inmates.

> Discussion: This statement will familiarize prospective students with the philosophy and the offerings of the vocational education program. It will also demonstrate the relationship between the vocational education program and other functions and departments/areas of the institution. (Also see Standards 1.0 and 2.1)

4.2 ADVISORY BOARD

Each system or institution has an advisory board for vocational education which advises the institutional staff in establishing the philosophy, policies, and procedures for vocational education program operations.

> Discussion: The operation of the overall vocational education program can be well served by the use of an advisory board. The board should be composed of people from the local business, industry, education, government, religious, and social communities who have the experience and ability to provide valuable and timely input to guide the vocational education program efforts of the institution. The advisory board can also serve the vocational education program by providing liaison with the business community and enhancing job development and placement efforts on behalf of the program's students. The board's functions are advisory only.

4.3 COMMITTEES

Each system or institution uses vocational program trade and craft advisory committees to enhance vocational education programs for the purposes of evaluation, community relations, and curriculum development and revision.

> Discussion: The use of well-composed trade or craft committees can greatly enhance the effectiveness of a vocational education program. These committees can serve in an advisory capacity to individual vocational courses or occupational areas within the entire institutional vocational program. They can provide valuable information on current trends in the field; input to curriculum up-dating; assistance in student placement; good public relations with the business and industry community in the free world; and, in some cases, assistance in student follow-up efforts.

4.4 POLICY AND PROCEDURES

Each system or institution has a set of written policies and procedures for the administration and operation of vocational education.

Discussion: A written statement of program policies and procedures serves to keep the vocational education program on the course it has charted for itself. An annual (or more frequent) review of policies and procedures provides a good evaluation of the extent to which goals and objectives reflecting the vocational program philosophy are being addressed via those policies and procedures.

4.5 ADMINISTRATIVE STAFF

Each system or institution has properly qualified and/or certified vocational education administrators, supervisors, and necessary support personnel to operate the vocational education program efficiently and effectively.

Discussion: Even the best planned and most comprehensive vocational education program cannot succeed without the efforts of an administrative staff composed of properly trained and qualified personnel. These persons must be dedicated to the success of the programs. They are the key to recruiting and hiring the best teachers for the programs.

4.6 TEACHING LOAD

Each system or institution has a plan for determining appropriate vocational education teaching load consistent with the characteristics and demands of the program being taught, the characteristics of the students, the nature of the facilities, and the needs of the teachers for non-instructional time.

Discussion: The quality of teacher performance and student achievement of performance objectives is often affected by the amount of teaching time required of the teacher as well as the number of students taught. Time required to teach and number of students taught are factors which must be realistically considered for each vocational program in determining what teachers can be expected to do for students. Examination of performance objectives, characteristics of the occupational area, students, skills required by the job, and physical facilities will help to determine how much instructional and non-instructional lesson preparation time must be allocated to each program. It will also determine how many students the program can accommodate.

4.7 FINANCIAL POLICIES AND PROCEDURES

Each system or institution has written financial policies and procedures which provide for stable program budgeting to supply resources necessary to meet vocational education objectives.

> Discussion: Unless the financial policies of a system are written to include the support of the vocational education program, even the best program is doomed. This system of planning may profit from including the vocational education program administrator in the fiscal decision-making body. The system thereby better ensures an awareness of the program's fiscal needs and, thus, institutional support for the program.

4.8 COMMUNITY RELATIONS AND SUPPORT

Each system or institution has written community relations plans for its vocational education program.

> Discussion: Close cooperation between an institution's vocational education program and local community agencies and programs is frequently very necessary to the success of institutional program offerings. Good community relations can help provide not only higher quality programs but a much broader selection of programs and training experiences for students as well as job placement opportunities. The community often needs to be told what is going on within the educational programs of the institution.

4.9 PLANNING, RESEARCH, AND DEVELOPMENT

Each system or institution has a written plan for continuous planning, research, and development activities dealing with vocational education program operations, policies, procedures, curriculum, facilities, staff, equipment, and budget.

> Discussion: To keep an institution's vocational program activities current and effective, on-going planning, research, and development should be undertaken. Short- and long-range planning activities should be broad enough in scope to include the total vocational education program from curriculum development and revision to facilities use and maintenance. Planning, research, and development can be conducted by internal staff and/or by personnel from an outside agency who are qualified to perform such functions. The results of the research efforts should be used to alter and improve educational activities which are beneficial and rewarding to those providing the programs and those participating in them. (Also see Standard 5.3)

4.10 EVALUATION

Each system or institution has a written plan for continuous collection of evaluation data about vocational programs' operations, policies, procedures, curriculum, facilities, students, staff, equipment, and budget.

> Discussion: Evaluation of an institution's vocational education program must be an on-going process. It determines where the program is in relation to where it should be and suggests needed changes and improvements. Evaluation can be conducted by persons from within or outside the system. The use of evaluation data in planning, development, and research is vital to the success of vocational program efforts.

4.11 DISCRIMINATION

Each system or institution has a written plan to identify and attempt to eliminate discrimination on the basis of race, color, creed, sex, and/or condition of handicap in staff selection and assignments, student selection, and planning and development of curriculum and instruction.

> Discussion: Each human has unique capabilities which can benefit the individual and those around him. To realize this fact, act upon it, and portray this truth to others, discriminatory actions and information must be eliminated from an institution's operations. The elimination from curricula and instructional materials of biased and/or stereotyped information concerning race, color, creed, sex, religion, or handicaps is one action institutions must plan to undertake. Elimination of discriminatory hiring, firing, and student placement and treatment practices should also be planned.

Physical Plant, Equipment, and Supplies

5.1 OPERATION PLAN

Each system or institution has a documented plan for the operation and use of vocational education program facilities, equipment, and supplies including use manuals and emergency procedures.

> Discussion: Staff and students must be able to make effective use of the facilities, equipment, and supplies which are part of their classroom. They need also to learn how to operate unfamiliar equipment and how to function in an emergency situation. The availability of documented procedural instructions and operation manuals is essential to meeting those needs.

5.2 MAINTENANCE PLAN

Each system or institution has a plan for preventive maintenance and housekeeping activities related to all vocational facilities, equipment, and supplies.

> Discussion: In order to provide teachers and students with quality facilities, equipment, and supplies, every effort must be made to ensure the good repair and working condition of equipment and facilities. A plan of preventive maintenance and housekeeping activities helps guarantee that tasks are accomplished and not overlooked as a result of haste or forgetfulness. Students' involvement in preventive maintenance and housekeeping duties frequently is part of the learning experience in which they are engaged and will serve them well both in and out of the classroom.

5.3 SHORT AND LONG-RANGE PLANNING

Each system or institution has a plan for short- and long-range development of new facilities, acquisition of new equipment and supplies, and modification of existing facilities and equipment for vocational education programs.

> Discussion: Effective budgetary allocations for equipment and facilities purchase and/or modifications depends on the existence of well-considered short- and long-range plans. These include the need for and development of new facilities; the improvement of existing facilities, equipment, and supplies to support existing and planned-for vocational programs; the acquisition of new equipment; and the planned replacement of equipment when worn out or obsolete. (Also see Standard 4.9)

5.4 SAFETY AND HEALTH CONDITIONS

Each system or institution's vocational education program's safety and health conditions meet local, state, and national standards.

> Discussion: Local, state, and national standards have been established for evaluating safety and health conditions in vocational classrooms and shops. These standards should be used and adhered to by every system or institution to ensure safe and healthful working and learning conditions for staff and students.

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STUDY OBJECTIVES

The major objectives of the National Study of Vocational Education in Corrections were:

- To describe the state-of-the-art of vocational education in corrections as it is reflected in contemporary literature and documents.
- To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
- To survey nationally all vocational education programs in corrections to develop a data base for future planning and evaluation.

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

TECHNICAL REPORTS

1. Vocational Education in Corrections: An Interpretation of Current Problems and Issues.
2. Standards for Vocational Education Programs in Correctional Institutions.
3. Vocational Education in Correctional Institutions: Summary of a National Survey.

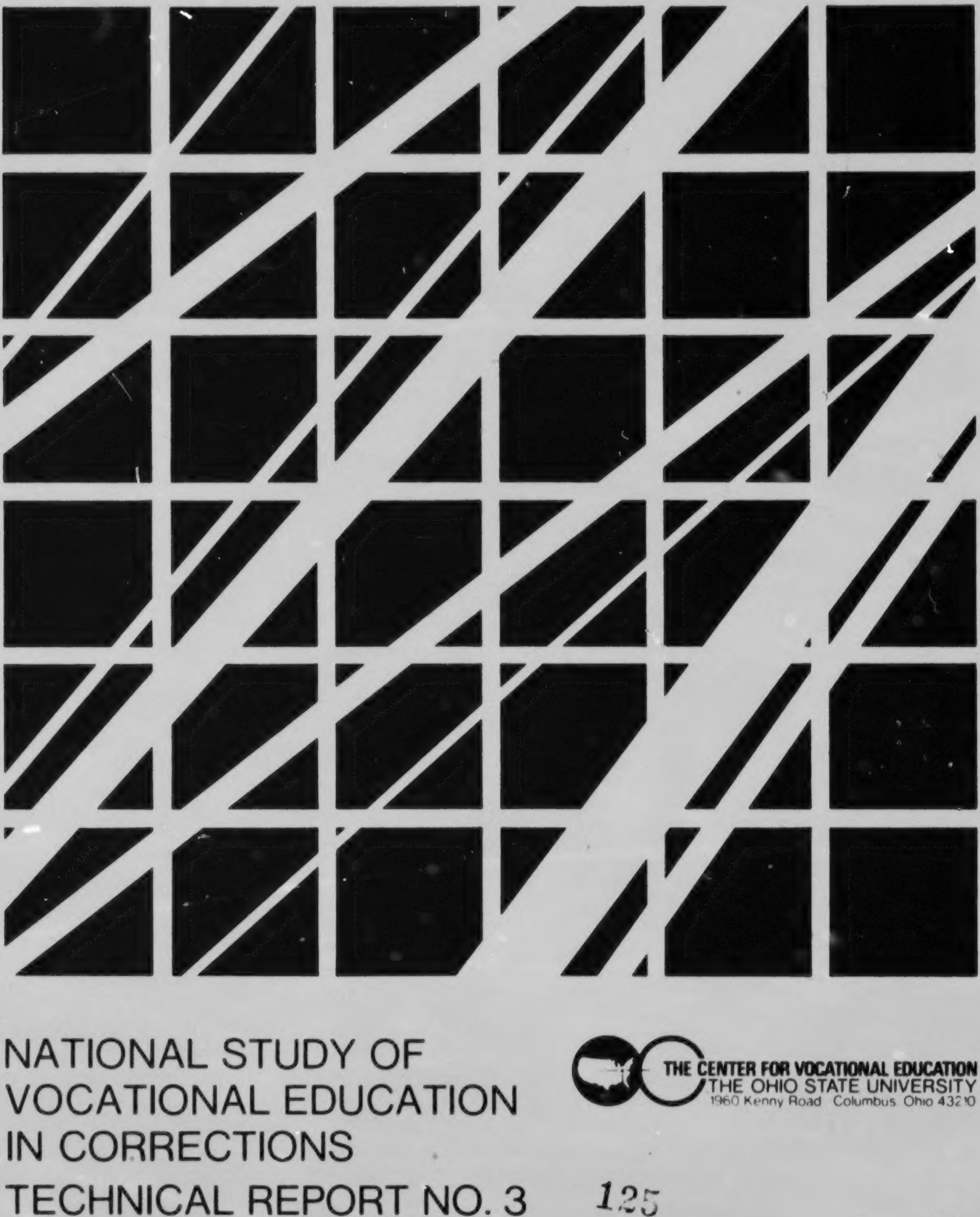
AVAILABILITY

For information on the availability of these reports contact: CVE Publications, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX C

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: SUMMARY OF A NATIONAL SURVEY

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: SUMMARY OF A NATIONAL SURVEY



NATIONAL STUDY OF
VOCATIONAL EDUCATION
IN CORRECTIONS
TECHNICAL REPORT NO. 3

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus Ohio 43210

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: SUMMARY OF A NATIONAL SURVEY

National Study of Vocational
Education in Corrections

Technical Report No. 3

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NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

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FOREWORD

Vocational education in corrections is not a new phenomena, but in recent years more interest has been generated at the national level. Congressional committees have inquired as to status, effort, and scope of vocational programs. Federal agencies have asked unanswerable questions regarding commitment and allocation of resources to this special population.

This report represents an excellent effort to answer some of those questions and inquiries. The agencies who contributed time and manpower to participate in this study are to be commended. A debt of gratitude is owed to the project national advisory committee for their interest and devotion to the objectives of the study.

The Center and project staff have given beyond the "norm" in conducting the study and reporting the results.

Robert E. Taylor
Exeuctive Director
The Center for Vocational
Education

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INTRODUCTION TO THE DATA

The national survey of vocational education in corrections was designed to answer the question, "What is the status of vocational education in correctional institutions?" The survey involved all vocational education programs in correctional systems nationwide. The data reported will be helpful to corrections and education personnel at national, state, and local levels in planning and implementing vocational education programs.

The survey addressed program features such as types and lengths of vocational programs offered, inmate participation, enrollment criteria, fiscal support, educational personnel, the status of the programs in the total institutional framework, interagency cooperation, and technical assistance. Included in the survey were state youth and adult facilities, the Federal Bureau of Prisons, city and county jails, and Military correctional facilities.

Data from the survey are reported in fourteen sections. Each section includes a brief narrative highlighting the data presented. Data are tabulated separately for youth and adult facilities and as frequencies, percents, and means.

Data on vocational programs were collected from 384 institutions which offered vocational education programs at the time of the survey. In addition, there were 75 institutions which returned survey forms indicating they did not have vocational programs but had either some type of career education activity or no vocational-related activity of any sort. Thus, data were received from 459 institutions of the 929 institutions surveyed (See appendices for methodology).

The data in this report were obtained from the following types of institutions:

Governance	Youth	Adult	Total
State	95	235	330
Federal	0	24	24
Military	0	3	3
Jail	0	13	13
Total	95	275	370

The reader is reminded that some data are suspect for several reasons. First, the questions asked for data (like dollar amounts or percents of inmates) which may not have been readily available or even recorded. Therefore, such data may represent "best guesses" on the part of respondents. Data which were beyond reasonable bounds (e.g., certain expenditures data) have been deleted to avoid misleading the reader. The information obtained from the respondents and reported herein portrays an interesting and potentially useful account of the status of vocational education in correctional institutions. The results of the survey show a field with extremely interesting challenges and many hard-working individuals attempting to provide a very worthwhile and essential service to incarcerated individuals.

DATA PRESENTATION

Facility and Inmate Characteristics

Tables 1-6 present data on characteristics of the facilities and their offender populations. Approximately 69% of the responding facilities were classified as "prison, penitentiary, or reformatory" (Table 1). This percentage, however, was due to the large number of adult facilities (228 of 250) in that category. Over one-half (57.6%) of the youth facilities were classified as "Training school" compared to 17.5% for the adults.

An examination of the security level of the responding facilities shows youth facilities to be predominately minimum security (63.3%) and about 42% of adult facilities to be medium security (Table 2). Few youth facilities reported to be maximum security.

The relative percentages of female and male offenders in the facilities surveyed is very similar to youth and adults. Male offenders comprise over 90% of both youth and adult incarcerates.

About two-thirds of incarcerated youth have stays of three months to less than 1 year. Adult inmates had stays of from 7 months to 5 years. The majority of adult inmates had 1 to 2 year stays, while youth had 7 months to less than one year terms.

Racial make-up of youth and adult institution inmates was almost identical. Youth facilities had 43.0% white and 48.1% black inmates. Adult institutions had 42.0% white and 46.2% black inmates. Hispanic origin inmates accounted for 7.1% of the youth inmate population and 9.4% of the adult inmates.

Data on ages of inmates showed most youth were in the 15 to 17 years of age group. Most adult inmates were in the 21 to 30 years of age group.

Some minor differences in total inmate population figures occur in Tables 3, 4, 5, and 6. These differences are due to some respondents not providing data for all four questions asked in the survey. The differences are minor.

TABLE 1

CLASSIFICATION OF FACILITY

Classification	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Prison, Penitentiary, or Reformatory	22	23.9	228	83.5	250	68.5
Detention or Classification Center	5	5.4	5	1.8	10	2.7
Training School	53	57.6	11	4.0	64	17.5
Farm or Work Camp	5	5.4	14	5.1	19	5.2
Pre-Release Center/ Halfway House	-	-	3	1.1	3	0.8
Jail	-	-	8	2.9	8	2.2
Other	7	7.6	4	1.5	11	3.0
TOTALS	92	100.0	273	100.0	365	100.0
NOT PROVIDING DATA	3	-	2	-	5	-

TABLE 2

SECURITY LEVEL OF FACILITY

Security Level	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Minimum	57	63.3	63	23.1	120	33.1
Medium	23	25.6	115	42.1	135	38.0
Maximum	7	7.8	66	24.2	73	20.1
Other	3	3.3	29	10.6	32	8.8
TOTALS	90	100.0	273	100.0	363	100.0
NOT PROVIDING DATA	5	-	2	-	7	-

TABLE 3

INMATE POPULATION

Population	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Females	1,778	8.6	10,797	5.7	12,575	6.0
Males	19,001	91.4	179,685	94.3	198,686	94.0
TOTALS	20,779	100.0	190,482	100.0	211,261	100.0
NOT PROVIDING DATA	2 of 95	-	11 of 275	-	13 of 370	-

TABLE 4

LENGTH OF INMATE STAY

Length of Stay	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Less than 3 months	1,154	5.7	7,619	4.0	8,773	4.2
3 - 6 months	6,009	29.5	15,429	8.2	21,438	10.2
7 months - less than 1 year	7,478	36.6	35,811	18.8	43,289	20.5
1 - 2 years	3,295	16.2	42,287	22.2	45,582	21.6
3 - 5 years	1,287	6.3	38,477	20.2	39,764	18.9
6 - 9 years	1,037	5.0	22,096	11.6	23,133	11.0
10 years or longer	137	0.7	28,572	15.0	28,709	13.6
Totals	20,397	100.0	190,291	100.0	210,688	100.0

TABLE 5

RACE OF INMATES

Race	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
White	8,920	43.0	79,260	42.0	88,180	42.1
Black	9,981	48.2	87,136	46.2	97,117	46.4
Hispanic	1,463	7.1	17,689	9.4	19,152	9.2
Native American or Eskimo	300	1.4	2,386	1.3	2,686	1.3
Oriental	23	0.1	688	0.4	711	0.3
Other	43	0.2	1,343	0.7	1,386	0.7
Totals	20,730	100.0	188,502	100.0	209,232	100.0

TABLE 6

AGE OF INMATES

Years of Age	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Under 15	2,434	13.8	86	-	2,520	1.3
15 - 17	9,870	55.9	2,391	1.3	12,261	6.3
18 - 20	3,052	17.3	26,052	14.7	29,104	14.9
21 - 30	2,232	12.7	81,617	46.0	83,849	43.0
31 - 40	56	0.3	43,342	24.5	43,398	22.2
41 - 50	2	0.0	17,587	9.9	17,589	9.0
Over 50	-	-	6,405	3.6	6,405	3.3
Totals	17,647	100.0	177,480	100.0	195,126	100.0

Goals for Vocational Education Programs

Goals for vocational education programs, ranked in importance from 1 (most important) to 7 (least important), are presented in Tables 7 and 8. For youth, the highest mean ranking was "Develop Offender's Work Habits" (mean rank 2.2) and for adults "Develop Sepcific Job Skills" was highest with a mean rank of 1.7. The goal ranked first for adults was ranked second for youth. Similarly, the goal ranked first for youth was ranked second for adults. Goals ranked 3rd, 4th, and 5th were identical for both groups. In general, rankings were very similar for both youth and adult institutions.

TABLE 7

GOALS FOR VOCATIONAL EDUCATION PROGRAMS IN YOUTH FACILITIES
(Ranked* in Order of Perceived Importance)

Goals	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Develop Specific Job Skills	92	35	22	14	17	3	1	-	3	2.3
Place Offender in a Job on Release	90	5	11	11	22	23	18	-	5	4.1
Develop Offender's Personal and Social Skills	93	25	16	24	17	10	1	-	2	2.7
Develop Offender's Work Habits	93	22	37	25	8	1	-	-	2	2.2
Provide a Means of Evaluating Offenders for Parole	87	-	2	3	7	30	45	-	8	5.3
Provide Offenders with Constructive Activities	90	6	4	13	21	23	23	-	5	4.3
Other	4	1	-	1	-	-	-	2	91	4.5

* 1 = Most Important
7 = Least Important

TABLE 8

GOALS FOR VOCATIONAL EDUCATION PROGRAMS IN ADULT FACILITIES
(Ranked* in Order of Perceived Importance)

Goals	Number of Facilities	Rank 1	2	3	4	5	6	7	Not Ranked	Mean
Develop Specific Job Skills	260	157	62	17	16	7	1	-	15	1.7
Place Offender in a Job on Release	258	22	58	34	59	36	49	-	17	3.7
Develop Offender's Personal and Social Skills	255	17	36	78	78	35	11	-	20	3.4
Develop Offender's Work Habits	256	46	88	89	21	7	5	-	19	2.5
Provide a Means of Evaluating Offenders for Parole	253	1	6	16	31	93	105	1	22	5.1
Provide Offenders with Constructive Activities	254	17	12	22	49	78	76	-	21	4.5
Other	6	1	-	-	1	-	-	4	269	5.5

* 1 = Most Important
7 = Least Important

Enrollments in Vocational Education Programs

Enrollment in formal and cooperative vocational education programs is shown in Table 9 and 10. The ten vocational programs with the highest enrollments in youth institutions were:

Program	Total Enrollment	Mean Enrollment	Number of Institutions Offering Programs
Auto Mechanics	875	19.9	44
Welding	623	21.5	29
Small Engine Repair	390	20.5	19
Carpentry	380	22.4	17
Construction/Building Trades	299	21.4	14
Auto Body and Fender Repair	288	16.0	18
Woodworking	279	25.4	11
Cooking/Culinary Arts	279	27.9	10
Food Service	200	13.3	15
Masonry/Bricklaying	184	18.4	10

Total student enrollment in the 79 different subject areas reported in youth institutions was 7,751 students.

The ten vocational programs with the highest enrollments in adult institutions were:

Program	Total Enrollment	Mean Enrollment	Number of Institutions Offering Programs
Welding	2461	21.0	117
Auto Mechanics	2244	19.2	117
Drafting/Mechanical Drawing	981	20.0	49
Masonry	970	17.3	56
Electronics	932	21.2	44
Auto Body/Fender Repair	697	10.3	68
Food Service	693	18.2	38
Barbering	689	16.4	42
Refrigeration/Heating/Air Conditioning	636	17.2	37

There were a total of 25,334 students enrolled in the 145 different subject areas reported in adult institutions.

Waiting to enroll in 37 different courses in youth institutions were 1,287 inmates. Seven-thousand two-hundred and eighty-eight adult inmates were on waiting lists for 121 different courses.

Tables 11 and 12 present data relative to enrollment in vocational education programs outside the correctional facility. The two program areas showing the highest enrollments for both youth and adult facilities are auto mechanics and welding. Other programs in the top ten (excluding "various" programs) are machine trades, auto body and fender repair, mechanical drawing, and business education. Relatively few facilities are involved in vocational education/study release programs. The listings in Tables 11 and 12 represent 14 youth and 44 adult facilities respectively.

TABLE 9

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Body & Fender Repair*	18	288	16.0	11
Auto Mechanics*	44	875	19.9	146
**	2	57	28.5	27
Baking*	3	27	9.0	-
**	1	4	6.0	-
Barbering*	10 (2)	149	14.9	2
Restaurant Management*	1	5	5.0	-

* A formal vocational education program as defined for this study is one that:

- are conducted under the supervision of the facility's education department,
- consist of both skill training and technical or theory related instruction,
- are planned and organized to prepare the student for gainful entry level employment, and
- have space set aside within the institution for skill training and theory related instruction.

*** Institutions with approved apprenticeship training.

** A cooperative vocational education program as defined in this study is one that:

- are conducted under the supervision of the facility's education department,
- provide skill training during assignment to prison industry or prison maintenance,
- provide technical or theory related instruction in space set aside for this purpose, and
- are planned and organized to prepare the student for gainful entry level employment.

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Building Custodian/Janitorial*	6 (1)	92	15.3	105
**	1	20	20.0	80
Cabinet Making	2	29	14.5	-
Carpentry*	17 (1)	380	22.4	21
**	1	10	10.0	-
Clerical*	1	20	20.0	-
Commercial Art*	1	16	16.0	-
Construction/Building Trades*	14	299	21.4	139
Cooking/Culinary Arts*	10	279	27.9	37
**	1	10	10.0	-
Cosmetology*	9 (1)	96	10.7	14
Dairy Production*	1	15	15.0	-
Drafting/Mechanical Drawing*	2	4	2.0	10
Dry Cleaning*	5	101	20.2	-
**	1	6	6.0	-
Electrical Appliance Repair, Small	3	74	24.7	-
**	2	29	14.5	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Electrician/Electricity*	4	41	10.3	-
Electronics*	9	157	17.4	37
Field Crops/Farm Production*	1	15	15.0	-
Forestry Harvesting*	1	15	15.0	-
Light Construction*	1	44	44.0	30
Furniture Refinish/Repair*	2	30	15.0	-
Legal Assistant*	1	15	15.0	-
General Mechanics*	1	24	24.0	-
General Metals*	2	36	18.0	30
Home Economics*	9	161	17.9	35
Horticulture/Gardining*	7	125	17.9	8
**	1	6	6.0	-
Landscaping	7	172	24.6	-
Laundering*	3	108	36.0	-
**	3	36	12.0	-
Machine Trades/Shop*	7	115	16.4	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Masonry/Bricklaying*	10 (3)	184	18.4	-
Meat Cutting*	3	29	9.7	-
**	1	6	6.0	-
Metal Repair	1	25	25.0	4
Nursing	4	36	9.0	15
Office Workers	4	62	15.5	17
Offset Printing*	1	20	20.0	-
Painting*	3	69	23.0	-
**	1	11	11.0	-
Photography*	2	23	11.5	10
Plastering**	1	12	12.0	-
Plumbing*	3	54	18.0	-
Printing*	9	153	17.0	3
Radio & TV Repair *	- (1)	18	18.0	-
Refrigeration/Air Conditioning/Heating*	1	13	13.0	-
Service Station Operation*	8	138	17.3	35
**	1	9	9.0	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Sewing/Dressmaking Fabrics*	6	69	11.5	-
Sheet Metal*	2	22	11.0	-
Shoe Repair*	4	57	21.8	-
Tailoring*	4	95	23.8	44
Typewriter Technology*	1	11	11.0	-
Upholstery*	10	149	14.9	1
**	1	17	17.0	-
Welding*	29 (1)	623	21.5	86
Woodworking*	11	279	25.4	15
Food Service*	15	200	13.3	122
**	6	72	12.0	15
Graphic Arts*	8	111	13.9	20
Business Education	6	74	12.3	1
**	1	8	8.0	-
Agriculture*	2	74	37.0	1
Small Engine Repair*	19	390	20.5	88

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Building Maintenance*	4	80	20.0	3
**	2	36	18.0	-
Climate Control**	1 (1)	3	3.0	-
Industrial Arts*	3	96	32.0	52
Auto Painting*	1	9	9.0	-
Stockkeeping/Warehousing*	1	14	14.0	-
Auto Tune-Up	1	30	30.0	-
Marine Engine	1	30	30.0	-
Typing*	2	36	18.0	-
Gasoline Engine Mechanic*	1	9	9.0	5
Health Occupations*	1	15	15.0	-
Interior Decorator*	2	44	22.0	10
Keypunching*	1	30	30.0	-
Floor Covering/Tile*	2	20	10.0	8
Tool Technology*	1	24	24.0	-
Lawn Maintenance*	1	39	39.0	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Nursery School*	1	20	20.0	-
Power Mechanics*	1	24	24.0	-
Advertising*	1	7	7.0	-
Floriculture*	1	7	7.6	-
Child Care*	1	10	10.0	-
Cooperative Vocational Education*	1	40	40.0	-

TABLE 10

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Body/Fender Repair*	68 (4)	697	10.3	504
**	1	9	9.0	-
Auto Mechanics	117 (6)	2244	19.2	835
**	2	30	15.0	18
Baking*	11 (4)	251	22.8	40
**	1	13	13.0	5
Barbering*	42 (2)	689	16.4	236
**	2	22	11.0	10
Secretarial*	3	37	12.3	-

* A formal vocational education program as defined for this study is one that:

. are conducted under the supervision of the facility's education department,

. consist of both skill training and technical or theory related instruction,

. are planned and organized to prepare the student for gainful entry level employment, and

. have space set aside within the institution for skill training and theory related instruction.

*** Institutions with approved apprenticeship training.

** A cooperative vocational education program as defined in this study is one that:

. are conducted under the supervision of the facility's education department,

. provide skill training during assignment to prison industry or prison maintenance,

. provide technical or theory related instruction in space set aside for this purpose, and

. are planned and organized to prepare the student for gainful entry level employment.

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Merchandizing*	2	18	9.0	3
Building Custodian/Janitorial*	12 (1)	260	21.7	89
**	1	15	15.0	3
Business Machines*	1	10	10.0	-
Cabinet Making*	13 (3)	199	15.3	71
Carpentry*	42 (2)	596	14.2	169
**	3 (1)	21	7.0	5
Ceramics*	3 (1)	55	18.3	4
Clerical*	8	137	17.1	13
**	1	10	10.0	-
Commerical Art*	2	55	27.5	-
Communications*	1	6	6.0	-
Computer Programming*	3	28	9.3	7
**	1	4	4.0	7
Construction/Building Trades*	32 (2)	549	17.2	159
**	1	20	20.0	10
Cooking/Culinary Arts	34 (2)	640	18.8	150
**	2	28	14.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Cosmetology*	21	260	12.4	61
Dairy Production*	2	30	15.0	6
Data Processing*	13 (3)	373	28.7	47
**	1	12	12.0	-
Dental Assistant*	2	46	23.0	4
Dental Technician*	6	102	17.0	12
**	1	9	9.0	-
Diesel Mechanics*	3	39	13.0	15
Drafting/Mechanical Drawing*	49 (2)	981	20.0	284
**	2 (1)	10	5.0	-
Dry Cleaning*	7 (1)	283	40.4	56
**	1	21	21.0	2
Electric Appliance Repair/Small*	13 (1)	204	15.7	59
Electrician/Electricity*	24 (1)	320	13.3	57
**	2 (1)	20	10.0	2
Electronics*	44 (1)	932	21.2	160
**	3 (1)	17	5.6	5
Oil Burner**	1 (1)	5	5.0	1
Farm Machinery Repair*	4	70	17.5	10

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Field Crops/Farm Production**	1	9	9.0	-
Forestry Harvesting*	3	40	13.3	15
Light Construction*	1 (1)	12	12.0	1
Furniture Refinishing/Repair*	2 (1)	22	11.0	-
**	2 (2)	64	32.0	-
Medical/Surgical Technician*	2	22	11.0	12
General Mechanics*	1	179	-	-
General Metals*	1	20	20.0	3
Home Economics*	3	33	11.0	-
Horticulture/Gardening*	14	164	11.7	70
Landscaping*	7	326	46.6	50
**	1	44	44.0	2
Laundering	3	66	22.0	42
**	1	74	74.0	2
Machine Trades/Shop*	46 (6)	1021	22.2	140
**	2 (1)	15	7.5	2
Masonry/Bricklaying*	56 (2)	970	17.3	314
**	3	36	12.0	8

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Meat Cutting	20 (1)	217	10.9	85
**	1	12	12.0	16
Meat Processing*	3 (1)	57	19.0	18
Medical Technician	2	7	3.5	9
**	1 (1)	3	3.0	-
Metal Repair*	2 (1)	54	27.0	23
Nursing*	6	51	8.5	9
Office Machine Repair*	12 (2)	149	12.4	52
**	1 (1)	7	7.0	-
Office Workers*	12	254	21.2	75
Offset Printing*	6	85	14.2	11
**	1 (1)	4	4.0	-
Painting*	6 (2)	107	17.8	42
Photography*	2	49	24.5	-
Plumbing	24	363	15.1	76
**	2 (1)	16	8.0	2
Printing*	18 (1)	336	18.7	46
**	1	9	9.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Radio/TV Repair*	23	440	19.1	94
Refrigeration/Air Conditioning/Heating*	37	636	17.2	216
Service Station Operation*	5	52	10.4	31
Sewing/Dressmaking Fabrics*	7	154	22.0	15
**	2	16	8.0	-
Sewing Machine Repair	3 (1)	188	62.7	21
**	3 (1)	30	10.0	-
Sheet Metal	14 (2)	359	25.6	25
Shoe Manufacturing	1	22	22.0	-
Shoe Repair	11 (3)	248	22.5	47
Silk Screen	3 (1)	53	17.7	52
Slaughtering*	1	12	12.0	3
Tailoring*	7	184	26.3	78
Typewriter Technology*	2	35	17.5	-
Upholstery*	26 (1)	564	21.7	126
**	2 (1)	21	10.5	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Watch Repair*	1	9	9.0	1
Welding*	117 (5)	2461	21.0	1288
**	2 (1)	46	23.0	-
Woodworking*	17	244	14.4	94
**	3 (1)	56	18.7	-
X-Ray Technician*	1	5	5.0	-
Food Service*	38 (2)	693	18.2	115
**	3	44	14.7	4
Graphic Arts	20 (1)	263	13.2	52
**	1	6	6.0	7
Business Education*	17	338	19.9	29
Agriculture*	3	67	22.3	20
Housekeeping*	3	66	22.0	10
Small Engine Repair	42 (1)	578	13.8	214
Maintenance (Building)	22 (1)	377	17.1	86
**	1	10	10.0	-
Climate Control	6 (1)	98	16.3	-
Industrial Arts	1	12	12.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Painting	1	10	10.0	4
Stockkeeping/Warehousing	1	60	60.0	-
Horseshoeing	1	-	-	-
Photo-Journalism	1	40	40.0	-
Auto Tune-Up	1	13	13.0	2
Marine Engine*	1	3	3.0	-
Air Engine*	1	12	12.0	4
Air Frame	1	11	11.0	2
Compositing	2	26	13.0	22
Typing	4	115	28.8	-
Gasoline Engine Mechanic	2	43	21.5	-
Motorcycle Repair	2	22	11.0	28
Wiring	10	192	19.2	23
Optical Technical/Lens Grinding	2 (1)	23	11.5	17
**	1	19	19.0	8

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Mental Health Technician	1	13	13.0	-
Pinsetter Mechanic	1	11	11.0	4
Tire Retread	1	12	12.0	10
**	2	26	13.0	-
Sales*	3	30	10.0	10
Health Occupations	1	2	2.0	2
Front End Alignment	1	8	8.0	1
Leathercraft	2	39	19.5	13
Solar Energy	1	13	13.0	-
Automatic Transmission	2	24	12.0	101
Reprographics	1	19	19.0	-
Interior Decorator	3	35	11.7	-
Distributive Education	4	86	21.5	13
Keypunching	1	8	8.0	6
Floor Covering/Tile	1	29	29.0	7

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Tool Technology	3	22	7.3	6
**	1 (1)	11	11.0	-
Media Arts	2	28	14.0	4
Surveying	2	21	10.5	10
Travel Tracks	1	15	15.0	5
Truck Driving	1	12	12.0	-
Animal Husbandry	1	10	10.0	7
Industrial Equipment	1	47	47.0	-
Radiator Repair	1	16	16.0	-
Industrial Coop Training	1	14	14.0	4
**	1	13	13.0	-
Multiskills	2	78	39.0	-
Machine Set-Up	1	8	8.0	12
Recreational Vehicle Repair	1	13	13.0	10
Nursery School	2	10	5.0	-
Power Mechanics	4	73	18.3	29

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	 Mean	Total Waiting to Enroll
Medical Clerical	1	10	10.0	3
Medical Transcription	1	14	14.0	5
TV Cameraman	1	9	9.0	-
Aviation	1	6	6.0	-
Blue Print Reading	3	32	10.7	-
Accounting	1	15	15.0	-
Related Trades	1	16	16.0	10
Power Sewing	1	50	50.0	-
Wig Styling	1	3	3.0	-
Hotel/Motel Management	1	18	18.0	-
Heavy Equipment	2	26	13.0	10
Heavy Equipment Maintenance	2	17	8.5	-
Waste Water Treatment	1	12	12.0	-
Floriculture	1	7	7.0	15
Child Care	1	6	6.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

ocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Coop Vocational Education	1	3	3.0	-
Truck Mechanic	2 (1)	19	-	-
Trainer Mechanics	2	11	5.5	-
Sign Engraver	2 (1)	21	10.5	2
Wood Furniture Repair	1	10	10.0	5
Bank	1	14	14.0	-
Training Aids**	1	19	19.0	2

TABLE 11

ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS OUTSIDE YOUTH INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Auto Mechanics	7	36
Welding	5	35
Various*	3	33
Building Maintenance	2	26
Coal Miner Training	1	21
Machine Trades	2	17
Cosmetology	2	13
Auto Body & Fender Repair	3	11
Mechanical Drawing	2	9
Carpentry	2	8
Business Education	2	7
Electrician	1	7
Keypunching	1	7
Hospital Attendant	1	7
Wood Furniture Repair	1	7
Nursing	1	6
Cooking	1	4
Food Service	1	3
Graphic Arts	1	3
Wiring	1	3
Meat Cutting	1	2
Child Care	1	1

TABLE 11 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS OUTSIDE YOUTH INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Construction/Building Trades	1	1
Merchandizing	1	1
Masonry	1	1
Small Engine Repair	1	1
Upholstery	1	1

*Courses not specified

TABLE 12

ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS OUTSIDE ADULT INSTITUTIONS (Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Various*	15	135
Welding	9	86
Auto Mechanics	4	40
Electronics	3	37
Machine Trades	5	36
Brake Repair	1	27
Sewing Machine Repair	1	25
Mechanical Drawing	5	24
Business Education	4	24
Auto Body Fender Repair	2	22
Child Care	1	20
Accounting	1	20
Diesel Mechanics	2	17
Horticulture	1	16
Cooking	1	14
Data Processing	1	12
Picture Framing	1	12
Truck Driving	1	12
Tree Surgery	1	12
Heavy Equipment Operator	1	12
Tree Identification	1	12
Construction Materials	1	12

TABLE 12 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE ADULT INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Landscaping	1	12
Hydraulics	1	12
Food Service	1	10
Small Engine Repair	1	10
Electrician	1	10
Computer Programming	3	8
Secretarial	3	6
Solar Energy	1	6
Cosmetology	4	5
Building Maintenance	1	3
Refrigeration/Air Conditioning/Heating	2	3
Nursing	2	3
Building Custodian	1	3
Commercial Art	2	2
Dental Technician	1	2
Radio & TV Repair	2	2
Sheet Metal	2	2
Tool Technology	1	1
General Metals	1	1
Radio & TV Broadcasting	1	1
Keypunching	1	1
Art Design	1	1

TABLE 12 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS OUTSIDE ADULT INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Restaurant Management	1	1
Legal Assistant	1	1
Carpentry	1	1
Electronics	1	1

*Courses not specified.

Age and Race of Students Enrolled in Vocational Education Programs

Statistics related to age and race of vocational students are shown in Tables 13 and 14. Most students (69%) in youth facilities were in the 15-17 year bracket whereas almost 62% of the adult students were 21-30 years of age.

Racial characteristics of vocational students showed a similar pattern for both youth and adult. The total sample showed an almost even proportion of black (43.9%) and white (43.8%) students. Youth facilities had more white (50.7%) than black (38.0%) students whereas adult facilities had slightly more black (46.0%) than white (41.5%) students.

TABLE 13

AGES OF STUDENTS CURRENTLY ENROLLED IN VOCATIONAL EDUCATION PROGRAMS

Age	Youth		Adult		Total	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
Under 15	742	8.7	--	--	742	2.3
15 - 17	5,852	69.0	304	1.3	6,156	18.9
18 - 20	1,380	16.3	4,568	18.9	5,948	18.2
21 - 30	493	5.8	14,885	61.7	15,378	47.1
31 - 40	14	0.2	3,615	15.0	3,629	11.1
41 - 50	--	--	647	2.7	647	2.0
51 +	--	--	121	0.5	121	0.4
Totals	8,481	100.0	24,140	100.0	32,621	100.0

TABLE 14

RACE OF STUDENTS CURRENTLY ENROLLED IN VOCATIONAL EDUCATION PROGRAMS

Race	Youth		Adult		Total	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
White/Caucasian	4,258	50.7	10,207	41.5	14,465	43.8
Black	3,192	38.0	11,309	46.0	14,501	43.9
Hispanic	686	8.2	2,600	10.6	3,286	10.0
Native American/Eskimo	218	2.6	298	1.2	516	1.6
Oriental	26	0.3	52	0.2	78	0.2
Other	24	0.3	126	0.5	150	0.5
Totals	8,404	100.0	24,592	100.0	32,996	100.0

Shops, Equipment, and Lesson Plans for Vocational Education Programs

Almost all vocational programs (445 of 475 youth and 1,420 of 1,479 adult) had shop/laboratory facilities. Eighty-three percent of the youth and eighty-one percent of the adult programs had the necessary tools, equipment and supplies to conduct quality programs.

Seventy-two percent of the youth programs and sixty-nine percent of the adult programs reported written daily lesson plans for the vocational education courses.

Programs and Materials for Special Needs Groups

Tables 15 and 16 present data related to programs and materials for special needs groups. According to Table 15, vocational education programs were available to the mentally retarded in almost half (48.4%) of the youth facilities. One-fifth accepted students with other health problems such as cardiac and diabetic problems. About one-fifth of the adult facilities indicated vocational programs available to the mentally retarded and almost half (49.5%) accepted inmates over 40 years of age into these programs. It should be pointed out that no data was collected on methods of diagnosing handicapping conditions or whether vocational programs available to special needs groups had special equipment, special education personnel, or other accommodations for special populations.

Table 16 shows that 58.9% of the youth facilities and 43.6% of the adult facilities offered no provisions for training special language/cultural groups. Close to one-fourth of the youth facilities offered training in minority problems for instructional staff. Bilingual materials and English as a second language were available to inmates in at least one-fifth of the 275 adult facilities.

TABLE 15

SPECIAL POPULATIONS FOR WHOM VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE

Special Population	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Mentally Retarded (Educable/Trainable)	46	48.4	56	20.4	102	27.6
Auditorially Handicapped	16	16.8	24	8.7	40	10.8
Visually Handicapped	14	14.7	17	6.2	31	8.4
Orthopedically Handicapped	10	10.5	25	9.1	35	9.5
Other Health Problems (Cardiac, Diabetes, Etc.)	20	21.1	44	16.0	64	17.3
Over Forty Years of Age	2	2.1	136	49.5	138	37.3
Other	6	6.3	8	2.9	14	3.8
None	27	28.4	82	29.8	109	29.5

TABLE 16

PROVISIONS FOR TRAINING SPECIAL LANGUAGE/CULTURAL GROUPS

Training Provisions	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N-370)
Bilingual Materials	5	5.3	55	20.0	60	16.2
Bilingual Instructors	9	9.5	45	16.4	54	14.6
English as a Second Language	11	11.6	65	23.6	76	20.5
Training in Minority Problems for Instructional Staff	22	23.2	37	13.5	59	15.9
Other	1	1.1	8	2.9	9	2.4
None	56	58.9	120	43.6	176	47.6

Organization, Delivery, and Accreditation of Vocational Education Programs

Data were collected on a number of variables related to the educational status and delivery of vocational programs. Correctional school district status for vocational programs was reported by 18.3% of the youth facilities and 13.8% of the adult facilities. A high percentage of facilities in both groups (youth 82.8%, adult 79.7%) indicated their vocational programs were approved by the State Department of Education. Occupational advisory committees such as craft committees and/or general advisory committees were organized by over one-third of the programs in both groups (youth 39.0%, adult 35.6%). Accreditation of vocational programs by an outside agency such as North Central Association of Schools and Colleges or Southern Association of Colleges and Schools was reported by 47.1% of the 1400 programs in adult facilities and 35.5% of the 454 programs in youth facilities. Accreditation status was unknown for 11.1% of the youth programs and 14.1% of the adult facilities.

Table 17 shows the organizational affiliation of persons teaching correctional vocational programs. For programs in youth facilities almost three-fourths (74.5%) of persons teaching were considered as correctional facility staff. Close to 60% of vocational teachers in adult facilities were facility teaching staff. Most of the responses in the "other" category for youth programs identified personnel from correctional school districts and intermediate school districts. These two categories plus vocational rehabilitation and State Department of Education sources were identified in the "other" category for adult programs. Thus, outside sources of personnel for teaching vocational programs within correctional facilities were identified by approximately 25% of the programs for youth and over 40% of the programs for adults.

TABLE 17

PERSONS TEACHING VOCATIONAL EDUCATION PROGRAMS

Persons Teaching	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
Community College Staff	16	3.5	204	14.1	220	11.5
Area Vocational School Staff	9	1.9	126	8.7	135	7.1
Private Individual(s)	4	0.9	37	2.6	41	2.2
Facility Staff	344	74.5	834	57.8	1178	61.8
Other	89	19.3	243	16.8	332	17.4
Totals	462	100.0	1444	100.0	1906	100.0
Programs Not Providing Data	13	-	35	-	48	-

Expenditures

Attempts were made to obtain various categories of expenditures at the institutional and program levels. Vocational program average expenditures are presented in Table 18. Total expenditures averaged across 268 facilities were $189,042. Salaries plus fringe benefits comprised 72% of this amount. Total expenditures for 76 youth facilities and 192 adult facilities averaged $117,445 and $217,382 respectively. However, salaries plus fringe benefits accounted for approximately 91% of total expenditures for youth facilities and close to 68% for adult facilities.

Data were also collected on total facility and total education expenditures. However, these data are not reported herein since the editing process revealed considerable data missing and response errors. Although considerable follow-up effort was expended in attempts to obtain this information, many respondents reported they either did not have access to the information or could not provide the amounts in the format requested. To avoid misleading the reader, these data have been deleted from the report.

In addition to monies provided from institutional budgets, other sources of funds were also utilized for correctional vocational programs. Table 19 shows that of the sources listed, youth facilities received funds primarily from State Departments of Vocational Education and ESEA Title I. Vocational Programs in adult facilities received funds primarily from CETA, State

Departments of Vocational Education, community colleges/ universities, and LEAA. Close to 24% of the youth facilities and 17% of the adult facilities indicated no monies other than the institutional budget were used.

A line item on the institutional budget for education funds was reported by 30% of the youth facilities and about 63% of the adult facilities. When not specified as a line item, educational funds were included as part of another institutional budget item.

TABLE 18

TOTAL VOCATIONAL EDUCATION OPERATION EXPENDITURES FOR FY '75 - '76

Expenditures	Youth		Adult		Total	
	Number of Facilities	Dollars	Number of Facilities	Dollars	Number of Facilities	Dollars
Total	76	117,445	192	217,382	268	189,042
Salaries Plus Fringe Benefits	69	107,184	175	147,614	244	136,181
Supplies	64	16,833	178	26,706	242	24,095
Other	22	9,309	67	30,897	89	25,561

TABLE 19

SOURCES OF FUNDS OTHER THAN INSTITUTIONAL BUDGET FOR VOCATIONAL EDUCATION PROGRAMS

Source	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N-275)	Number of Facilities	Percent of N (N=370)
No Other Monies Used	26	27.4	48	17.5	74	20.0
CETA	8	8.4	44	16.0	52	14.1
State Department of Vocational Rehabilitation	7	7.4	13	4.7	20	5.4
State Dept. of Education	9	9.5	20	7.3	29	7.8
State Dept. of Vocational Education	26	27.4	39	14.2	65	17.6
ESEA Title I	15	15.8	19	6.9	34	9.2
LEAA	4	4.2	33	12.0	37	10.0
Institutional School Districts	7	7.4	12	4.4	19	5.1
Private Corporation	-	-	1	0.4	1	0.3
Community College/ University	3	3.2	38	13.8	41	11.1
Other	4	4.2	24	8.7	28	7.6

Scheduling of Vocational Education Programs

Almost 87 percent of the responding youth facilities and almost half (45.3%) of adult facilities reported that a resident was scheduled into a vocational program as soon as possible after entering the correctional facility. Approximately 6 percent of the youth and 39 percent of the adult facilities indicated they tried to schedule vocational programming so that completion was achieved by date of parole or release eligibility.

Student length of stay in the majority of youth programs depended on a number of factors, chiefly the student's release date or parole eligibility (117 of 287 programs). However, almost 50 percent of the adult programs reported keeping students until performance requirements were met. Only 7 percent of the programs had students remain until release or parole.

Fifty-six percent of the 472 youth-institutions programs said there was not a fixed amount of time scheduled for vocational programs. Only 36.7% of the 1,473 adult-institutions programs providing data indicated no fixed amount of time scheduled for those programs.

Although generally no specific amount of time was scheduled for vocational programs, data was provided by many programs with regard to classroom and shop duration. In youth programs the average classroom instruction was 7.0 hours per week for 20.9 weeks. Average shop instruction lasted 14.0 hours per week for 20.9 weeks. More than 65% of the 475 programs in youth institutions submitted data for this question.

For the 75% of 1,479 adult programs providing data, the average classroom instruction time was 9.5 hours per week for 31.0 weeks. The average shop instruction was 20.7 hours per week for 32.4 weeks.

TABLE 20

SCHEDULING OF VOCATIONAL EDUCATION PROGRAMS

Scheduling	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
As soon as possible after inmate enters facility	77	86.5	116	45.3	193	55.9
For completion by date of parole or release elibibility	5	5.6	99	38.7	104	30.2
Other	7	7.8	41	16.0	48	13.9
Totals	89	100.0	256	100.0	345	100.0
Not Providing Data	6	-	19	-	25	-

TABLE 21

FACTORS DETERMINING STUDENT'S LENGTH OF STAY IN A SPECIFIC VOCATIONAL EDUCATION PROGRAM

	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
Student Remains in Program Until Release or Parole	117	40.8	40	7.0	157	18.3
Student Remains in Program Until Performance Requirements Met	29	10.1	277	48.4	306	35.6
Student Remains in Program as Long as Interested	47	16.4	96	16.8	143	16.7
Other	94	32.8	159	27.8	253	29.4
Totals	287	100.0	572	100.0	859	100.0
Not Providing Data	188	-	907	-		

Entry Requirements, Procedures, and Incentives for Vocational Education Programs

Assignment to vocational programs was usually based on the offender's choice. Seventy percent of the youth institutions and ninety-four percent of the adult institutions used the offender choice as a means of determining whether or not an inmate might participate in vocational programs.

Final decisions about inmate participation in vocational programs were made by a variety of people. Education personnel, classification committees, or some "other" committee of two or more people (including education and security personnel) were utilized in the decision. Counseling personnel were used in only 5 youth and 9 adult institutions to make decisions.

In selecting students for vocational programs a number of tests were utilized. The most frequently used were achievement, aptitude, interest, and I.Q. tests. Achievement tests were used by 57 percent of youth and 58 percent of adult institutions. Aptitude tests were used by 36 percent of the youth and 58 percent of the adult institutions. Interest and I.Q. tests were used by 30-40 percent of youth and adult institutions. A number of institutions use more than one type of test and often use more than one test for each student.

Minimum performance levels for entry into vocational programs were expressed as grade levels and I.Q. score. Minimum reading grade levels averaged 6.9 over all institutions, with youth showing 5.7 and adult 7.1 grade levels. Arithmetic grade levels were reported with youth facilities at 8.2 and adult facilities at 8.0 minimum levels. Reported I.Q. minimum scores ranged from 68.5 for youth to 86.5 for adult institutions.

Other entry requirements for program entry besides minimum grade level performance and test performance included being in a given age range (mostly for youth institutions), security levels, etc. Time to complete the program was cited by 50 percent of the adult institutions. Almost 25 percent of the youth facilities and 20 percent of adult facilities indicated no entry requirements.

Lack of participation in vocational programs was keyed to six reasons. Most frequently mentioned by 41 percent of respondents for youth facilities was "lack of program openings" and lack of "aptitude or interest." Lack of "aptitude or interest" was mentioned by 72 percent of the responding adult facilities, while "inability to meet minimum academic standards," "lack of program openings," and "length of stay too short" were each mentioned by 52 to 58 percent of the facilities. Respondents reported that the most important factor viewed by students as an advantage for participation in vocational programs was that of learning a job skill for post-release employment.

Data on student pay as an incentive for enrollment in vocational education programs were provided by some programs. The unit basis for reporting student pay varied considerably and included per hour, day, week, two week, month, course completion, or percentage dollar amounts. Most responses gave an amount or a time period, but not both. Since no standardized basis for reporting student pay could be determined, these data are not reported.

The type of credit provided students for taking vocational courses was examined. Seventy-two percent of both adult and youth facilities provided a facility certification as recognition or credit for completing a vocational program. Fifty-four percent of youth institutions provided high school or GED credit while 36 percent of adult institutions had outside certification, diploma, or license available as credit.

TABLE 22

METHOD OF ASSIGNMENT TO VOCATIONAL EDUCATION PROGRAMS

Assignment Method	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Offender's Choice	64	70.3	244	94.2	308	88.0
Mandatory Assignment	13	14.3	5	1.9	18	5.1
Other	14	15.4	10	3.9	24	6.9
Totals	91	100.0	259	100.0	350	100.0
Not Providing Data	4	-	16	-	20	-

TABLE 23

PERSONS MAKING FINAL DECISION ABOUT INMATE PLACEMENT IN VOCATIONAL EDUCATION PROGRAMS

Person Making Decision	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Education Personnel	33	37.9	52	20.3	85	24.8
Counseling Personnel	5	5.7	9	3.5	14	4.1
Classification Committee	22	25.3	107	41.8	129	37.6
Other	27	31.0	88	34.4	115	33.5
Totals	87	100.0	256	100.0	343	100.0
Not Providing Data	8	-	19	-	27	-

TABLE 24

TYPES OF TESTS USED IN SELECTING STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Type of Test	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Aptitude	34	35.8	159	57.8	193	52.2
Personality	18	18.9	60	21.8	78	21.1
Interest	31	32.6	104	37.8	135	36.5
Achievement	54	56.8	159	57.8	213	57.6
I.Q.	32	33.7	107	38.9	139	37.6
None Used	23	24.2	53	19.3	76	20.5
Other	1	1.1	15	5.5	16	4.3

TABLE 25

MINIMUM PERFORMANCE LEVELS FOR ENTRY INTO VOCATIONAL EDUCATION PROGRAMS

Performance Area	Youth		Adult		Total	
	Number of Programs	Minimum Performance Level	Number of Programs	Minimum Performance Level	Number of Programs	Minimum Performance Level
Reading Grade Level	176	5.7	907	7.1	1,083	6.9
Arithmetic Grade Level	153	5.7	842	7.3	995	7.0
Minimum Grade Completed	95	8.2	667	8.0	762	8.0
I.Q. Score	33	[illegible]3.5	185	86.5	218	83.78
Other	1	2.0	3	4.3	4	3.73

TABLE 26

ENTRY REQUIREMENTS FOR VOCATIONAL EDUCATION PROGRAMS

Requirement	Youth		Adult		Total	
	Number of Programs	Percent of N (N=475)	Number of Programs	Percent of N (N=1479)	Number of Programs	Percent of N (N=1954)
Within Given Age Range	238	50.1	116	7.8	354	18.1
Never Incarcerated for Specific Offenses	5	1.1	75	5.1	80	4.1
Minimum Security Level	62	13.1	309	20.9	371	18.9
Test Performance	30	6.3	333	22.5	363	18.6
Time to Complete Program	113	23.8	746	50.4	859	43.9
Specific Educational Achievement Level	93	19.6	621	42.0	714	36.5
Other	94	19.8	167	11.3	261	13.4
No Requirements	115	24.2	274	18.5	389	19.9

TABLE 27

REASONS INMATES ARE UNABLE TO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS

Reasons	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Inability to Meet Minimum Academic Standards	32	33.7	161	58.6	193	52.2
Lack of Program Openings	39	41.1	145	52.7	184	49.7
Institutional Security Rules or Previous Offenses	27	28.4	108	39.3	135	36.5
Length of Stay Too Short	29	30.5	146	53.1	175	47.3
Other Priority Assignments in Facility	16	16.8	120	43.6	136	36.8
Lack of Aptitude or Interest	39	41.1	198	72.0	237	64.1
Other	13	13.7	21	7.6	34	9.2

TABLE 28

FACTORS VIEWED BY STUDENTS AS ADVANTAGES OF BEING IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Advantages	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Consideration for Early Parole	44	5	10	11	8	4	5	1	51	3.3
Pay in Vocational Education Program	41	3	9	6	3	5	7	7	54	4.3
Learning a Job Skill for Post-Release Employment	81	47	12	11	5	6	-	-	14	1.9
Desirable Institutional Work Assignment	57	12	12	13	8	5	5	2	38	3.1
Desirable Housing	31	-	2	1	2	3	7	14	64	6.0
Opportunity for Work or Study Release	45	2	12	7	13	4	2	5	50	3.7
Increased Freedom of Movement	55	8	12	10	8	11	6	-	40	3.4
Other	12	5	2	2	1	1	-	1	83	2.6

* 1 = Most Important
7 = Least Important

TABLE 29

FACTORS VIEWED BY STUDENTS AS ADVANTAGES OF BEING IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS

N = 275

Advantages	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Consideration for Early Parole	243	91	59	38	29	12	6	8	31	2.4
Pay in Vocational Education Program	185	12	15	35	32	21	21	45	89	4.6
Learning a Job Skill for Post-Release Employment	255	109	67	36	21	17	4	1	19	2.2
Desirable Institutional Work Assignment	220	24	42	56	43	32	12	10	54	3.4
Desirable Housing	178	2	4	9	22	37	48	54	96	5.6
Opportunity for Work or Study Release	209	10	40	38	35	29	41	16	65	4.1
Increased Freedom of Movement	198	8	24	26	31	41	38	30	76	4.6
Other	19	4	5	5	-	2	-	-	255	3.3

* 1 = Most Important
7 = Least Important

TABLE 30

TYPES OF CREDIT AVAILABLE TO STUDENT UPON COMPLETION OF PROGRAM

Credit	Youth		Adult		Total	
	Number of Programs	Percent of N (N=475)	Number of Programs	Percent of N (N=1479)	Number of Programs	Percent of N (N=1954)
Outside Certification, Diploma, License	87	18.3	529	35.8	616	31.5
Facility Certification	344	72.4	1,073	72.5	1,417	72.5
Apprenticeship Credit or Certification	49	10.3	245	16.6	294	15.1
High School or GED Credit	257	54.1	340	23.0	597	30.6
Credit Toward Post High School Degree	48	10.1	209	14.1	257	13.2
Opportunity to Take Test for License or Certificate	37	7.8	231	15.6	268	13.7
Other	8	1.7	53	3.6	61	3.1

Instructional Staff Characteristics

Various characteristics of the teaching staffs of vocational education programs were explored in the survey. The overwhelming majority of vocational staff were reported to be teachers from outside the organization. No ex-inmates were used as part-time teachers by either youth or adult institutions. No inmates were used as full-time or part-time teachers by youth institutions.

Racial makeup of part- and full-time teachers was heavily weighted toward whites. Blacks accounted for only 11.3 percent of full-time teachers and 13.4 percent of part-time teachers in the institutions providing data. Other minorities accounted for between 2.9 and 4.1 percent of full-time and part-time teachers.

Almost two-thirds of the teachers held State Board of Education certification. About fifteen percent had some type of State Licensing Board certification.

In terms of teacher experience prior to teaching in the facility at which they were currently employed, the greatest average years of experience (12.3 years for youth and 15.5 years for adult institution teachers) was in work in industrial areas related to their teaching. The next highest average years of experience was teaching in their current facility.

Annual beginning, average, and highest salaries averaged across respondents were comparable for adult and youth facilities. For all facilities the lowest beginning salary was $10,849. The average salary was $13,037 while the highest salary possible was $16,317. No data is available on what period of time (9 month, 12 month, 185 contract days, etc.) the salaries represent.

Many vocational programs provided teaching aides, either inmates and/or other persons. Of the 42 youth and 206 adult programs (out of 475 and 1,479 total programs respectively) reporting, 60 percent of youth and 65 percent of adult programs had at least one non-inmate aide. Some programs reported 11 or more non-inmate aides.

In the inmate aide category, 64 percent of the youth programs reporting (17 out of 475) and 50 percent of the adult programs reporting (417 out of 1,479) indicated at least one inmate teacher aide. Several programs had 16 or more inmate aides.

TABLE 31

CLASSIFICATION OF PART-TIME TEACHERS

Classification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
Inmates	--	--	14	15.1	14	12.8
Ex-Inmates	--	--	--	--	--	--
Teachers from Outside Organization	16	100.0	79	84.9	95	87.2
Totals	16	100.0	93	100.0	109	100.0

TABLE 32

CLASSIFICATION OF FULL-TIME TEACHERS

Classification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
Inmates	--	--	29	17.7	29	16.4
Ex-Inmates	4	30.8	7	4.3	11	6.2
Teachers from Outside Organization	9	69.2	128	78.0	137	77.4
Totals	13	100.0	164	100.0	177	100.0

TABLE 33

RACE OF PART-TIME TEACHERS

Race	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Per
White	47	81.0	236	82.8	283	82
Black	8	13.8	38	13.3	46	13
Hispanic	2	3.5	8	2.8	10	2
Native American or Eskimo	-	-	1	0.4	1	0
Oriental	-	-	-	-	-	-
Other	1	1.7	2	0.7	3	0
Totals	58	100.0	285	100.0	343	100

TABLE 34

RACE OF FULL-TIME TEACHERS

Race	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
White	444	79.4	1,452	88.0	1,896	85.8
Black	101	18.1	149	9.0	250	11.3
Hispanic	13	2.3	38	2.3	51	2.3
Native American or Eskimo	-	-	4	0.2	4	0.2
Oriental	-	-	-	-	-	-
Other	1	0.2	8	0.5	9	0.4
Totals	559	100.0	1,651	100.0	2,210	100.0

TABLE 35

TYPE OF CERTIFICATION HELD BY TEACHERS

Certification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
None	55	8.8	249	12.9	304	11.9
State Board of Education	414	66.1	1,169	60.8	1,583	62.1
State Licensing Board	110	17.6	286	14.9	396	15.5
Union	11	1.8	104	5.4	115	4.5
Other	36	5.7	116	6.0	152	6.0
Totals	626	100.0	1,924	100.0	2,550	100.0

TABLE 36

YEARS OF TEACHERS' PRIOR EXPERIENCE

Types of Experience	Youth		Adult		Total	
	Number of Teachers	Average Years of Experience	Number of Teachers	Average Years of Experience	Number of Teachers	Average Years of Experience
Teaching - This Facility	498	6.6	1,437	5.2	1,935	5.5
Teaching - Other Correctional Facility	40	5.9	142	3.9	182	4.3
Teaching - Non-Correctional Facility	130	5.2	491	5.1	803	3.9
Work in Related Industrial Area	412	12.3	1,274	15.5	1,686	14.7

TABLE 37

ANNUAL SALARIES AVAILABLE TO FULL-TIME VOCATIONAL EDUCATION TEACHERS

Annual Salary	Youth		Adult		Total	
	Number of Facilities	Average	Number of Facilities	Average	Number of Facilities	Average
Lowest Beginning	83	$11,354	229	$10,666	312	$10,849
Average	78	12,782	215	13,129	293	13,037
Highest Possible	81	15,540	222	16,600	303	16,317

TABLE 38

NUMBER OF TEACHER AIDES FOR VOCATIONAL EDUCATION PROGRAMS
(Not Including Offenders)

Number of Aides	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
1	25	59.5	134	65.0	159	64.1
2	9	21.4	39	18.9	48	19.4
3	1	2.4	18	8.7	19	7.7
4	4	9.5	10	4.9	14	5.6
5	2	4.8	-	-	2	0.8
6 - 10	1	2.4	4	2.0	5	2.0
11 - 20	-	-	1	0.5	1	0.4
Totals	42	100.0	206	100.0	248	100.0
Not Providing Data	433	-	1,273	-	1,706	-

TABLE 39

NUMBER OF OFFENDERS EMPLOYED AS TEACHER AIDES

Number of Aides	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
1	11	64.7	210	50.4	221	50.9
2	2	11.8	109	26.1	111	25.6
3	1	5.9	52	12.5	53	12.2
4	2	11.8	37	8.9	39	9.0
5	-	-	4	1.0	4	0.9
6 - 10	1	5.9	3	0.7	4	0.9
11 - 15	-	-	-	-	-	-
16 - 20	-	-	2	0.4	2	0.5
Totals	17	100.0	417	100.0	434	100.0
Not Providing Data	458	-	1,062	-	1,520	-

Guidance, Counseling, and Job Placement Services

Individual vocational counseling was the most frequently mentioned regularly provided guidance and counseling service (78.9 percent of youth facilities and 71.5 percent of adult facilities). Personal counseling related to work or training assignments was provided by 70 percent of both the adult and youth facilities. Aptitude testing was provided by 40 percent of the youth and 46 percent of the adult institutions.

Placement services were provided to offenders by 54 to 71 percent of the youth facilities. These services included literature on job opportunities and entrance requirements and courses in job application and interviewing skills. Fifty percent of the adult institutions provided literature and courses also. In addition, fifty-two percent provided job placement services in pre-release centers or halfway houses.

Job placement services in 54 percent of the youth facilities were provided by facility case or social workers. Facility teachers and parole officers provided the service in 46 percent and 44 percent of the institutions respectively. In 44 percent of the adult institutions facility teachers provided the job placement services. From 30 to 37 percent of the institutions reported vocational rehabilitation agency, state/local employment office, facility case or social workers, and parole officers as the agency/persons giving the job placement services.

TABLE 40

REGULARLY PROVIDED GUIDANCE AND COUNSELING SERVICES

Service	Youth		Adult		Total	
	Number of Facilities	Percent of N (N= 95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Aptitude Testing	38	40.0	127	46.4	165	44.6
Interest Testing	38	40.0	93	33.9	141	38.1
Visits by Outside Business and Industry Representatives	27	28.4	90	32.8	117	31.6
Individual Vocational Counseling	75	78.9	196	71.5	271	73.2
Group Vocational Counseling	35	36.8	95	34.7	130	35.1
Personal Counseling Related to Work or Training Assignments	69	72.6	192	70.1	261	70.5
Other	3	3.2	14	5.1	17	4.6
None	3	3.2	18	6.6	21	5.7

TABLE 41

PLACEMENT SERVICES PROVIDED TO OFFENDERS

Service	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Maintain File of Position Openings	9	9.5	50	18.2	59	16.0
Provide Literature for Job Opportunities and Entrance Requirements	52	54.7	144	52.6	196	53.0
Referral for Job Interviews	45	47.4	122	44.5	167	45.2
Placement Service in Pre-release Center or Halfway House	27	28.4	145	52.9	172	46.5
Course in Job Application and Interview Skills	68	71.6	151	55.1	219	59.2
Registraction at State or Local Employment Offices	22	23.2	73	26.6	95	26.7
Other	9	9.5	31	11.3	40	10.8
None	3	3.2	17	6.2	20	5.4

TABLE 42

PERSONS OR AGENCY PROVIDING JOB PLACEMENT SERVICES TO OFFENDERS DURING INCARCERATION

Persons/Agency	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
No Services	15	15.8	49	17.9	64	17.3
Vocational Rehabilitation Agency	33	34.7	101	36.9	134	36.2
State/Local Employment Office	18	18.9	84	30.7	102	27.6
Facility Teachers	44	46.3	121	44.2	165	44.6
Facility Case or Social Workers	51	53.7	98	35.8	149	40.3
Parole Officer	42	44.2	99	36.1	141	38.1
Other	16	16.8	66	24.1	86	23.2

Student Status After Completion of Vocational Education Programs

Length of stay *after* completing vocational education programs was less than three months for students in 78 percent of the youth facilities. In adult institutions, the length of stay was more varied. Eight-six percent of the adult students were reported to stay from less than three to 11 months.

An average of 62 percent of vocational students in youth facilities were paroled or released upon completion of their program. Thirty-seven of the 95 youth facilities reported that 42 percent of the inmate students were returned to the institution population upon program completion. In adult institutions only 33 percent of program completers were released or paroled. Adult completers were fairly evenly divided in assignments to institutional activities related to their training, activities unrelated to their training, or reassignment to the institution population.

Less than half the youth and adult institutions had some type of follow-up program for some or all of their programs. Forty-two percent of the youth and forty percent of the adult institutions reported some follow-up programs. Ninety-four percent of the youth and adult institutions responded to the question of follow-up activities.

Of those 248 institutions which responded to the question on available follow-up information for released/paroled students, 67 percent of the youth and adult institutions indicated they had no data on the type of job obtained.

One-hundred and ninety-four institutions reported approximately thirty percent of the last two years' students were placed on jobs related to their training and one-hundred and fifty-seven institutions indicated 30 percent were placed on jobs not related to their training.

TABLE 43

LENGTH OF STUDENT STAY IN INSTITUTION AFTER COMPLETING VOCATIONAL EDUCATION PROGRAM

Length of Stay	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Less than 3 months	61	78.2	67	28.2	128	40.5
3 to 6 months	11	14.1	83	34.9	94	29.7
7 to 11 months	4	5.1	54	22.7	58	18.4
12 months or more	1	1.3	33	13.9	34	10.8
Other	1	1.3	1	0.4	2	0.6
Totals	78	100.0	238	100.0	316	100.0
Not Providing Data	17	-	37	-	54	-

TABLE 44

STUDENT STATUS AFTER COMPLETION
OF VOCATIONAL EDUCATION PROGRAM

Status	Youth		Adult		Total	
	Number of Facilities	Average Percent of Students	Number of Facilities	Average Percent of Students	Number of Facilities	Average Percent of Students
Released/Paroled Immediately	62	61.6	169	32.5	231	40.3
Assigned to Institution Activity Related to Vocational Program	35	12.3	186	21.9	221	20.4
Assigned to Institution Activity Not Related to Vocational Program	35	25.7	182	35.5	217	33.9
Returned to Institution Population	37	41.8	143	34.7	180	36.2
Other	16	49.9	51	44.3	67	45.6

TABLE 45

FOLLOW-UP INFORMATION ON RELEASED/PAROLED VOCATIONAL EDUCATION STUDENTS

Follow-Up Information	Youth		Adult		Total	
	Number of Facilities	Average Percent of Last 2 years' Enrollees	Number of Facilities	Average Percent of Last 2 years' Enrollees	Number of Facilities	Average Percent of Last 2 years' Enrollees
Student Placed in Job Related to Vocational Education Program Area	51	22.5	143	33.5	194	30.6
Student Placed in Job Not Related to Vocational Education Program Area	44	28.4	113	30.4	157	29.8
No Information Available on Type of Job Obtained	62	66.5	186	66.5	248	66.5

Program Additions, Changes, and Curtailments

Over half the adult and youth institutions indicated that no programs were curtailed during FY '75 - '76. If curtailments occurred, the predominantly cited reason was lack of funds. No qualified staff was the next most often cited reason for curtailment.

In terms of changes needed in vocational program offerings, the two most frequently cited reasons (by 57 to 64 percent of the youth and adult institutions) were "greater variety" and "new programs based on changing job marked."

Thirty-nine percent of the youth institutions and forty-eight percent of the adult institutions planned "new" programs within the next year. Sixty-one percent of the youth and fifty-two percent of the adult institutions either were not planning any new programs or did not know if they were.

Sixty-nine youth institutions indicated a total of 37 different courses to be instituted next year. Two hundred and fourteen adult institutions listed 77 different new programs to be instituted.

TABLE 46

REASONS FOR CURTAILMENT OF VOCATIONAL EDUCATION PROGRAMS IN FY '75 - '76

Reasons for Program Curtailment	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
No Program Curtailed	54	56.8	179	65.6	233	63.0
Insufficient Funds	26	27.4	35	12.8	61	16.5
Equipment Too Expensive	6	6.3	10	3.7	16	4.3
Poor Potential Job Markets	1	1.1	19	7.0	20	5.4
Poor Business Attitude to Hiring Offenders	1	1.1	3	1.1	4	1.1
Labor Union Restrictions on Apprenticeships	1	1.1	4	1.5	5	1.4
Competition From Other Prison Activities	-	-	3	1.1	3	0.8
No Qualified Staff	10	10.5	26	9.5	36	9.7
Lack of Offender Interest	5	5.3	20	7.3	25	6.8
Other	3	3.2	9	3.3	12	3.2

TABLE 47

CHANGES NEEDED IN VOCATIONAL EDUCATION PROGRAM OFFERINGS

Changes Needed	Youth		Adult		Total	
	Number of Programs	Percent of N (N=95)	Number of Programs	Percent of N (N=275)	Number of Programs	Percent of N (N=370)
Greater Variety	61	64.2	163	59.7	224	60.5
More Openings in Existing Programs	27	28.4	84	30.8	111	30.0
More Opportunities for Training Outside Facility	44	46.3	110	40.3	154	41.6
New Programs Based on Changing Job Market	56	58.9	156	57.1	212	57.3
Other	15	15.8	36	13.2	51	13.8
None	4	4.2	12	4.4	16	4.3

TABLE 48

NEW PROGRAMS TO BE INSTITUTED IN YOUTH INSTITUTIONS
N=95

Program	Number of Facilities
Construction/Building Trades	6
Welding	6
Auto Mechanics	5
Building Custodial/Janitorial	4
Landscaping	4
Horticulture/Gardening	3
Machine Trades/Shop	3
Auto Body/Fender Repair	2
Cooking/Culinary Arts	2
Data Processing	2
Home Economics	2
Office Workers	2
Plumbing	2
Refrigeration/Air Conditioning/Heating	2
Food Service	2
22 Other programs were mentioned once	22
37 Programs Total	69

TABLE 49

NEW PROGRAMS TO BE INSTITUTED IN ADULT INSTITUTIONS
N=275

Program	Number of Facilities
Welding	16
Small Engine Repair	15
Refrigeration/Air Conditioning/Heating	12
Auto Body/Fender Repair	9
Drafting/Mechanical Drawing	8
Building Maintenance	8
Food Service	7
Cooking/Culinary Arts	7
Auto Mechanics	6
Carpentry	6
Upholstery	6
Building Custodian/Janitorial	5
Electrical Appliance Repair/Small	5
Office Machine Repair	5
Electrician/Electricity	5
Electronics	4
Plumbing	4
Optical Technical/Lens Grinding	4
Machine Trades/Shop	3
Masonry/Bricklaying	3
Radio/TV Repair	3
Graphic Arts	3

TABLE 49 (continued)

NEW PROGRAMS TO BE INSTITUTED IN ADULT INSTITUTIONS
N=275

Program	Number of Facilities
Wiring	3
Barbering	2
Cabinet Making	2
Computer Programming	2
Dental Technician	2
Diesel Mechanics	2
Horticulture/Gardening	2
Meat Cutting	2
Office Workers	2
Offset Printing	2
Service Station Operation	2
Sheet Metal	2
Gas and Diesel Engine	2
Power Mechanics	2
41 Programs were mentioned once	41
77 Programs Total	214

APPENDICES

A. Identification of Survey Population

B. Development of Survey Form A and B

C. Data Collection Methodology

D. Data Analysis Methodology

APPENDIX A

IDENTIFICATION OF SURVEY POPULATION

Determination of the population of correctional institutions to be surveyed consisted of several steps. First, contact was made with the chief administrators of adult and juvenile correctional departments, Federal Bureau of Prison facilities, city and county jails, military correctional installations in all fifty states and the Canadian Penitentiary Service. This contact was established to facilitate the identification of those correctional institutions which were providing vocational education programs. The administrators were advised of the full scope of the study and of the various professional organizations which were endorsing the study. They were asked to identify institutions and people who should participate in the study.

In contacting states' chief administrators, project staff were, in most cases, directed to work with a state level liaison person who would coordinate the distribution and return of survey forms. In some instances, however, project staff were instructed to work with specific individuals at the institution level. A survey information packet was then sent to the appropriate individual. Included in the packet were the survey forms and instructions for their distribution, completion, and return. Form A contained questions of a general nature about the facility's total vocational program. One Form A was to be completed for each facility offering vocational education programs. Form B requested specific information about each vocational education course offered within the facility. One Form B was to be completed for each course offered. A total of 419 "state" level institutions were eventually included in the survey.

Contact was made with the Federal Bureau of Prisons by a telephone call to the Education Administrator who advised that all survey forms be sent directly to the individual facilities. Subsequently, survey information packets were sent to the appropriate contact persons representing 37 BOP institutions.

Jails (city and county) with education programs were identified by reference to two documents--Local Jails: A Report Presenting Data for Individual County and City Jails from the 1970 National Jail Census and the U.S. Census of Population - 1970. The report on local jails identified jails with educational programs while the U.S. Census of Population directed project staff toward heavily populated areas where the likelihood of vocational programming in jails existed.

Volume 12-197 of The National Directory of Law Enforcement Administrators was used to identify jail administrators. A total of 451 letters requesting names of contact persons was sent to the jails identified through the report on local jails and the population census. Survey information packets were then mailed to contact persons identified by jail administrators.

The names of military correctional installations offering vocational education programs were obtained through phone calls to Army, Navy, Marine Corps, and Air Force installations.

Survey information packets were then sent to individuals identified as contact persons at 4 installations.

Canadian facilities offering vocational education programs were identified by the chief Canadian administrators who suggested appropriate individuals to serve as contact persons for the study. As those individuals were identified, they were sent survey information packets. Eighteen federal Canadian institutions were identified.

From this identification of institutions effort a total of 929 institutions became the survey populations. These 929 correctional facilities were the ones in North America believed to represent almost all of the existent correctional institutions conducting vocational programs.

The specific breakdown of the institutions surveyed by governance level was:

419	State
37	Federal Bureau of Prisons
451	Local and County Jails
4	Military
18	Canadian

APPENDIX B

DEVELOPMENT OF SURVEY FORMS A AND B

The development of survey instruments was based on considerations of the nature of information to be collected, the target population, and the method of collecting the information.

The nature of information to be collected addressed the question "What is the status of vocational education in correctional institutions nationally?" To answer this question, two forms were developed which focused on major characteristics of vocational programming including:

- characteristics of students and staff
- types of programs offered and enrollments
- selection and placement of students into programs
- adequacy of vocational program equipment and facilities
- amount and sources of financial support
- extent of supportive services
- goals of vocational programs
- vocational program accreditation and approvals

Since the target population consisted of all correctional institutions offering vocational education programs, questions and response categories had to be formulated that were applicable to a wide range of correctional settings. For example, questions referring to the type and security level of facilities had to be applicable to small short term local jails as well as to large, long term, federal, and state penitentiaries.

Specific information needs were identified for each area, and lists of questions prepared. These questions were grouped to form two questionnaires: Form A contained questions of a general nature about the entire vocational program; Form B focused on characteristics of specific vocational programs offered within a facility.

Throughout development of the questionnaires, the method of collecting data was considered in the structuring of questions and the total length of each questionnaire. That is, since the questionnaires were to be administered through the mail, it was important that questions were clear and concise and that the burden of interpretation of questions and time to complete questions was minimized. Thus, questions were constructed to focus on single dimensions of programs and activities, were made as short as possible with key words underlined, and, in most cases, required the respondent to either select a response category or provide numerical information.

Consideration was also given to the length of the questionnaires. Only those program features considered to be important indicators of program operations were included for study. This consideration was particularly important in developing Form B which required multiple completions--one for each vocational course offered in a facility.

The format and content of Forms A and B were reviewed and critiqued by project staff, members of the project advisory committee, by an evaluation consultant at The Center, and by administrators of education programs for Ohio's Correctional system. During this process, questions were added and deleted, wording was revised to improve clarity, and response categories were refined. The finalized forms appear following this page.

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM A

(Name of Facility)

(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form A contains questions of a general nature about the entire vocational program.

Please write in the name and location of the facility in the space provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

____
Name of person completing questionnaire/Title or position

____
Address /Phone

FACILITY CHARACTERISTICS

1. Indicate which one of the following best describes this facility. ___
   1. prisons, penitentiary or reformatory
   2. detention or classification center
   3. training school
   4. farm or work camp
   5. pre-release center such as halfway house
   6. jail
   7. other (specify) ________________________
2. Indicate which one of the following best describes this facility. ___
   1. minimum security
   2. medium security
   3. maximum security
   4. other (specify) ________________________

INMATE CHARACTERISTICS

3. Estimate the percentage of offenders whose stay in this facility (before parole, release, or transfer) will probably be:
   1. less than 3 months . . . . __ __ __%
   2. 3-6 months . . . . __ __ __%
   3. 7 months - less than 1 year. . . . . __ __ __%
   4. 1-2 years . . . . __ __ __%
   5. 3-5 years . . . . __ __ __%
   6. 6-9 years . . . . __ __ __%
   7. 10 years or longer . . . . __ __ __%

   Total 1 0 0%

4. Approximately what percentage of offenders currently in this facility are:

1. White or Caucasion . . . . _ _ _%
2. Black . . . . _ _ _%
3. Spanish Surname . . . . _ _ _%
4. American Indian or Eskimo . . . . _ _ _%
5. Oriental . . . . _ _ _%
6. Other (specify) . . . . _ _ _%

____

____

Total . . . . 1 0 0 %

5. Approximately what percentage of the offenders presently being handled by this facility are in each of the following age groups?

1. Under 15 years of age . . . . _ _ _%
2. 15-17 . . . . _ _ _%
3. 18-20 . . . . _ _ _%
4. 21-30 . . . . _ _ _%
5. 31-40 . . . . _ _ _%
6. 41-50 . . . . _ _ _%
7. 51 or more . . . . _ _ _%

Total 1 0 0%

6. What is the total number of offenders currently in this facility?

1. Female . . . . _ _ _
2. Male . . . . _ _ _
3. Total . . . . _ _ _

TYPES OF VOCATIONAL PROGRAMS OFFERED

7. Please list each formal vocational program offered this year within this facility. For the purpose of this study, formal vocational education is defined as those programs that:

- are conducted under the supervision of the facility's education department,
- consist of both skill training and technical or theory related instruction,
- are planned and organized to prepare the student for gainful entry level employment, and
- have space set aside within the institution for skill training and theory related instruction.

Program Name[1]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ________	1. _ _ _	1. _ _ _
2. ________	2. _ _ _	2. _ _ _
3. ________	3. _ _ _	3. _ _ _
4. ________	4. _ _ _	4. _ _ _
5. ________	5. _ _ _	5. _ _ _
6. ________	6. _ _ _	6. _ _ _
7. ________	7. _ _ _	7. _ _ _
8. ________	8. _ _ _	8. _ _ _
9. ________	9. _ _ _	9. _ _ _
10. ________	10. _ _ _	10. _ _ _
11. ________	11. _ _ _	11. _ _ _
12. ________	12. _ _ _	12. _ _ _
13. ________	13. _ _ _	13. _ _ _
14. ________	14. _ _ _	14. _ _ _

Attach additional sheet if necessary.

[1] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

8. Please list each vocational program within this facility that is conducted in cooperation with prison industries or prison maintenance. For the purpose of this study, cooperative vocational education is defined as those programs that:

- are conducted under the supervision of the facility's education department,
- provide skill training during assignment to prison industry or prison maintenance,
- provide technical or theory related instruction in space set aside for this purpose, and
- are planned and organized to prepare the student for gainful entry level employment.

Program Name[2]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ________	1. ___ ___ ___	1. ___ ___ ___
2. ________	2. ___ ___ ___	2. ___ ___ ___
3. ________	3. ___ ___ ___	3. ___ ___ ___
4. ________	4. ___ ___ ___	4. ___ ___ ___
5. ________	5. ___ ___ ___	5. ___ ___ ___
6. ________	6. ___ ___ ___	6. ___ ___ ___
7. ________	7. ___ ___ ___	7. ___ ___ ___
8. ________	8. ___ ___ ___	8. ___ ___ ___
9. ________	9. ___ ___ ___	9. ___ ___ ___
10. ________	10. ___ ___ ___	10. ___ ___ ___

---

[2] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

9. Please list any formal vocational/technical education programs offered outside this institution at local vocational or technical schools in which offenders are enrolled or are on waiting lists (i.e., education or study release):

Program Name[3]	Name of School or Community College	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ________	________	1. ___ ___ ___	1. ___ ___ ___
2. ________	________	2. ___ ___ ___	2. ___ ___ ___
3. ________	________	3. ___ ___ ___	3. ___ ___ ___
4. ________	________	4. ___ ___ ___	4. ___ ___ ___
5. ________	________	5. ___ ___ ___	5. ___ ___ ___
6. ________	________	6. ___ ___ ___	6. ___ ___ ___
7. ________	________	7. ___ ___ ___	7. ___ ___ ___
8. ________	________	8. ___ ___ ___	8. ___ ___ ___
9. ________	________	9. ___ ___ ___	9. ___ ___ ___
10. ________	________	10. ___ ___ ___	10. ___ ___ ___

[3] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

10. Is this facility's vocational education program organized as part of a school district? . . . . ____

   1. yes, name of school district ________________

   2. no

11. Is this facility's vocational education program approved by the State Department of Education? . . . . ____

   1. yes

   2. no

INSTRUCTIONAL STAFF

12. Give the total number of teachers, both full and part time, in this facility's vocational education programs. Do not include helpers or teachers' aides. Include all teachers as lecturers provided by outside organizations.

	Part Time	Full Time
1. White		
2. Black		
3. Spanish Surname		
4. American Indian		
or Eskimo		
5. Other (specify)		

____

____

13. Give the number of vocational teachers, both full and part time, in each of the following categories. Do not include helpers or teachers' aides.

	Part Time	Full Time
1. inmates		
2. ex-inmates		
3. lecturers or teachers provided by outside organizations who teach in the vocational training programs		

14. Please estimate the salaries available to full-time vocational education teachers as follows:

1. lowest beginning annual salary . . . . $_ _ _ _ _
2. approximate average annual salary . . . . $_ _ _ _ _
3. highest annual salary possible . . . . . . $_ _ _ _ _

PERCEIVED GOALS

15. Which of the following suggested goals for formal vocational education programs do you feel are most important in actual practice at this facility. Rank order these from "1" most important to "6" least important.

	Rank
1. develop specific job skills	
2. place offender on a job upon release	
3. develop offender's personal and social skills . .	
4. develop offender's work habits	
5. provide a means of evaluating offenders for parole	
6. provide offenders with constructive activities .	
7. other (specify) ________________________ . .	

SPECIAL PROGRAMS

16. Are vocational education programs offered for any of the following at this facility? (Check all that apply.)

1. mentally retarded (educable or trainable) . . . . ___
2. auditorially handicapped. . . . . ___
3. visually handicapped. . . . . ___
4. orthopedically handicapped . . . . ___
5. other health problems (cardiac problems, diabetes, etc.) . . . . ___
6. offenders over 40 years old . . . . ___
7. other (specify) ________________________ . . ___
8. none . . . . ___

17. What provisions are made for training special language or cultural groups at this facility? (Check all that apply.)

1. bilingual vocational education materials . . . . ___
2. bilingual instructors . . . . ___
3. English as a second language . . . . ___
4. training in minority problems for instructional staff. . . . . ___
5. other (specify) . . . . ___
6. none . . . . ___

PROGRAM EXPENDITURES

18. What were the total expenditures for this facility for the last fiscal year? Include all monies spent for all functions such as administration, education, counseling, building maintenance, utilities, materials, etc., regardless of the source of these funds. Exclude capital expenditures.

$_______

19. Are education funds budgeted as such (i.e., a line budget item) or are they part of another budget category?

1. budgeted as line item . . . . ___
2. part of another budget item . . . . ___

20. If monies other than those from the institutional budget were spent for vocational programs, what were the sources of these funds? (check all that apply and give the amount spent during the last fiscal year.)

Source		Amount
1. no other monies used	___	$______
2. CETA	___	$______
3. state department of vocational rehabilitation	___	$______
4. state department of education	___	$______
5. state department of vocational education	___	$______
6. ESEA Title 1	___	$______
7. LEAA	___	$______
8. institutional school district	___	$______
9. private corporation	___	$______
10. community college/university .	___	$______
11. other specify)	___	$______

____

____

21. What were the total vocational education operation expenditures for last fiscal year? Include all monies spent from the institutional budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . . $______
2. salaries plus fringe benefits . . . . . $______
3. supplies . . . . $______
4. other . . . . $______

22. What were the total educational operation expenditures for the last fiscal year? Include all monies spent from institution budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . .$ ______
2. salaries . . . .$ ______
3. supplies . . . .$ ______
4. other . . . .$ ______

ENTRY PROCEDURES

23. When are vocational programs usually given? . . . . . ____

1. Started as soon as possible after offender enters institution regardless of parole or release date eligibility.
2. Scheduled so that vocational program will be completed shortly before parole or release date eligibility.
3. other (specify) ______________________________

____

24. Are offenders assigned to vocational programs or is enrollment voluntary? . . . . ____

1. offenders have choice
2. mandatory assignment
3. other (specify) ______________________________

____

25. Which of the following types of tests are actually used in selecting students for formal vocational education programs? (Check all that apply.)

1. aptitude tests . . . . ____
2. personality tests . . . . ____
3. interest tests . . . . ____
4. achievement tests . . . . ____
5. I.Q. tests . . . . ____
6. none used . . . . ____
7. other (please list) ______________________ ____

____

26. Who makes the final decision about which offenders will be placed in formal vocational education programs? . . ____

1. education personnel
2. counseling personnel
3. classification committee
4. other (specify) ______________________

____

27. In your opinion, what percentage of the offenders who enter this institution are unable to participate in vocational education programs due to: (Check all that apply.)

1. inability to meet minimum academic requirements . ____%
2. lack of program openings . . . . ____%
3. institutional security rules or previous offenses ____%
4. length of stay too short . . . . ____%
5. other priority assignments in the institution (maintenance, industry) . . . . ____%
6. lack of aptitude or interest . . . . ____%
7. other (specify) ______________________ ____%

____

PROGRAM INCENTIVES

28. In your opinion, what do the offenders generally see as the advantage of being in vocational education programs? Rank order these from "1" most important to "7" least important.

Rank

1. consideration for early parole . . . . ____
2. pay for being in vocational program . . . . ____
3. learning a job skill for post-release employment . ____
4. desirable work assignment in institution (explain) ____
   ____
5. desirable housing area (cell block, wing, etc.) . ____
6. opportunity for work or study release . . . . ____
7. increased freedom of movement in institution . . . ____
8. other (specify) ______________________________ ____

29. How much are students in vocational education programs paid? If nothing, write in $0.00. $__ . __ __ per ________

POST PROGRAM STATUS

30. After vocational program is completed or terminated, approximately what percentage of the students are?

1. released or paroled immediately . . . . ___%
2. assigned to an activity within the institution/facility related to their vocational program . . . ___%
3. assigned to an activity unrelated to their vocational program . . . . ___%
4. returned to the general institutional population . ___%
5. other (specify) ______________________________ ___%

Total. 100%

31. On the average, how long will an offender remain in this facility after their vocational education program? . . . . ____

1. less than 3 months
2. 3 to less than 6 months
3. 7 to less than 11 months
4. 12 months or more
5. other (specify) ______________________________
   ____

SUPPORT SERVICES

32. What types of vocational guidance and counseling services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. aptitude testing . . . . ____
2. interest testing . . . . ____
3. visits by outside business and industry representatives ____
4. individual vocational counseling . . . . ____
5. vocational counseling with groups of offenders . . . . ____
6. helping offenders with problems in adjusting to their work or training assignments . . . . ____
7. other ______________________________________ ____
8. none . . . . ____

33. What types of job placement services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. file of "position openings" maintained in this facility ____
2. literature or other information concerning job opportunities, and entry requirements provided . . . . ____
3. referral of offenders to particular employer(s) for job interview . . . . ____
4. job placement services provided by pre-release center or halfway house . . . . ____
5. course on job hunting skills, such as filling out an application blank, appropriate interview behavior, etc. ____
6. registration of offenders at state or local employment offices . . . . ____
7. none provided . . . . ____
8. other (specify) ______________________ ____

34. Who provides job placement services to offenders during their stay in this facility? (Check all that apply.)

1. no services provided . . . . ____
2. vocational rehabilitation agency . . . . ____
3. state or local employment office . . . . ____
4. teachers at this facility . . . . ____
5. case workers or social workers at this facility . . . . ____
6. parole officer . . . . ____
7. other (specify) ______________________ ____

FOLLOW-UP

35. Is there an organized program, which is regularly carried out, for following up released or paroled offenders who have had vocational education in this facility to find out whether or not this education was useful to them in getting and keeping a job? . . . . ____

1. yes, for all programs
2. yes, for some programs
3. no

36. To the best of your knowledge, of those enrolled in the vocational programs within the last two years who have been released or paroled:

1. What percentage were placed in jobs related to the vocational program area upon release or parole? . . . . . . ____%
2. What percentage were placed in jobs not related to vocational program area upon release or parole? . . . . . ____%
3. For what percentage don't you have information about the type of job obtained? . . . . ____%

ADVISORY COMMITTEE

37. Is there a citizen's occupational advisory committee for the institution's vocational education programs? . . . . ____

1. yes, a general committee for all vocational programs
2. yes, craft committees for separate vocational programs
3. no

PROGRAM CHANGES

38. Have you had to curtail any vocational education programs in the last year? (Check all that apply.)

1. no . . . . ____
2. yes, insufficient funds . . . . ____
3. yes, equipment too expensive . . . . ____
4. yes, poor potential job markets for offenders . . . . ____
5. yes, poor business attitude to hiring offenders . . . ____
6. yes, labor union restrictuions on apprenticeships . . ____
7. yes, competition from other prison activities (such as prison industries) . . . . ____
8. yes, no qualified staff available . . . . ____
9. yes, lack of offender interest . . . . ____
10. yes, other (specify) ______________________ ____

____

39. What changes need to be made in the vocational program offerings? (Check all that apply.)

1. greater variety in program offerings . . . . ____
2. more openings in existing programs . . . . ____
3. more opportunities for training outside the institution . . . . ____
4. new programs to take advantage of changing job market. . . . . ____
5. other (specify) __________________________________ ____
____
6. none . . . . ____

40. Are you planning to add new vocational education programs within the next year? . . . . ____

1. yes
2. no
3. don't know

41. If yes, what are these programs?

1. ____
2. ____
3. ____
4. ____
5. ____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM B

(Vocational Program)

(Name of Facility)

(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form B of this questionnaire focuses on specific vocational programs offered within a facility.

Please write in the name of the vocational program and the facility in which the program is offered in the spaces provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Name of person completing questionnaire/Title or position

Address/Phone

ENTRY REQUIREMENTS

1. Which of the following are requirements for an offender to enter this vocational program? (Check all that apply.)
   1. must be within a given age range . . . . ____
   2. never incarcerated for certain specific offenses . . ____
   3. must have minimum custody or security level . . . . ____
   4. must pass a test(s) . . . . ____
   5. must have sufficient time remaining to complete the program . . . . ____
   6. specific educational achievement . . . . ____
   7. other (specify) ______________________________ ____
   8. no requirements . . . . ____

2. Indicate the minimum levels usually required for entry into this vocational program. If there is no minimum level for a particular item, write "0" in the appropriate space.
   1. minimum reading grade level ____th grade
   2. minimum arithmetic grade level ____th grade
   3. minimum school grade completed (or equivalent) ____th grade
   4. minimum I.Q. score ____ points
   5. other (specify) ______________________________

PROGRAM SCHEDULE

3. Is there a fixed amount of time scheduled for vocational programs? . . . . ____
   1. yes
   2. no

4. If there is no fixed amount of time scheduled, what determines how long a student remains in a specific vocational program? . ___

1. student remains in program until he's released or paroled
2. student remains in program until specific performance requirements are met
3. student remains in program as long as he is interested
4. other (explain) ________________

5. Estimate the amount of training time usually provided to students in this vocational program (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

1. classroom-related instruction

   ___ clock hours per week for ___ weeks

2. hands-on shop or laboratory instruction

   ___ clock hours per week for ___ weeks

PROGRAM ENROLLMENT

6. Give the maximum number of students that could be enrolled in this program at any one time with existing facilities. . ___ ___ ___

7. Give the number of students currently enrolled in this vocational program . . . . ___ ___ ___

8. Estimate the numbers of students currently in this program who are:

1. White or Caucasian . . . . ___ ___ ___
2. Black. . . . . ___ ___ ___
3. Spanish Surname . . . . ___ ___ ___
4. American Indian or Eskimo-Aleutian . . . . ___ ___ ___
5. Oriental . . . . ___ ___ ___
6. Other (specify) ________________ ___ ___ ___

9. Approximately how many of the students currently in this program are in each of the following age groups?

1. under 15 years . . . . ___ ___ ___
2. 15-17 . . . . ___ ___ ___
3. 18-20 . . . . ___ ___ ___
4. 21-30 . . . . ___ ___ ___
5. 31-40 . . . . ___ ___ ___
6. 41-50 . . . . ___ ___ ___
7. 51 or more . . . . ___ ___ ___

PHYSICAL REQUIREMENTS

10. Does this program have: (Check the appropriate response)

	Yes	No
1. its own shop or laboratory area within this facility?	___	___
2. all the major tools, equipment, and supplies needed to teach this program?	___	___

INSTRUCTIONAL PROCEDURES

11. Is there a written daily lesson plan prepared for this program? . . . . ___

1. yes
2. no

12. Upon successful completion of the program by the student, which of the following can the student receive? (Check all that apply.)

1. certification, diploma, or license given by outside organization . . . . ____
2. certificate given by this facility . . . . ____
3. apprenticeship credit or certificate . . . . . . ____
4. high school or GED credit . . . . ____
5. credit toward post-high school degree . . . . . . ____
6. opportunity to take test for license or certificate ____
7. other kinds of credit (specify) ______________________

____

ACCREDITATION

13. Has this program been reviewed and accredited by an outside agency? (e.g., North Central, Far West, Southern Association agencies or others)

1. yes
2. no
3. don't know

If yes, please specify the agency______________________

14. Is this program provided by: . . . . ____

1. contract with a community college
2. contract with area vocational school
3. contract with private individual
4. facility staff
5. other (specify)______________________________

____

STAFF

15. Please answer the following questions for each teacher who currently provides related classroom instruction or hands-on shop or laboratory training for this program. Space has been provided for three teachers. Use columns two or three only if there is more than one instructor.

Are the current teachers certified in the area in which they are teaching? (Check all that apply for each teacher.)

Certification	Teacher 1	2	3
1. not certified			
2. by state board of education			
3. by state licensing board			
4. by union			
5. other (specify) ______________			

16. Give the number of years of prior experience (to the nearest year) in each of the following categories for each teacher currently teaching in this program.

Category	Teacher 1	2	3
1. teaching at this facility			
2. teaching at other correctional facilities			
3. teaching at non-correctional facilities, i.e., vocational or technical schools			
4. work experience in industry related to field of instruction			

17. A. How many teacher aides or helpers are there for this program? Do not include offenders who are currently enrolled in this program. __ __ __

B. How many offenders are employed as teacher aides? __ __ __

PLEASE RETURN THE FORM B QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.

APPENDIX C

DATA COLLECTION METHODOLOGY

Survey information packets were mailed during the period of April 22 through April 29, 1977. Mailing delays and lost mail necessitated the remailing of survey information packets to a total of ten states.

Participants were given one month to return the survey forms. If the forms were not returned within this time, letters were sent reminding participants of the deadline and requesting their forms. Those participants who failed to respond to the first follow-up letter were contacted by telephone urging the return of survey forms in order to assist the project staff in meeting project deadlines.

There were 929 institutions which participated in the study because they were believed to have vocational education programs. Four hundred and fifty-nine institutions (53.7%) completed and returned the forms. Three hundred and eighty-four institutions, 83.7% of the 459 respondents, indicated having vocational programs, while 75 institutions, (16.3%) indicated not having such programs. Four hundred and seventy institutions did not return any forms, the majority (416) representing jails.

The mail survey was thought to be the most efficient means of collecting data from a large number of widely separated institutions. Follow-up telephone calls to clarify responses received and correct errors or missing data was considered an effective method of completing the survey.

APPENDIX D

DATA ANALYSIS METHODOLOGY

Editing of Survey Forms

As questionnaires were received, they were recorded as received and filed according to the state in which the facility was located. A three-phase editing process was initiated prior to submittal of the data for keypunching. Phase I consisted of a review of all forms for identification of invalid information and incorrectly marked responses. During this phase, attempts were made to correct major errors through follow-up phone calls to respondents. Phase II editing was a review of the follow-up information obtained for specific questions which had low response rates or incorrect responses. Phase III was a final scan to review the completeness and appropriateness of responses. At the same time a questionnaire was being edited, an identification code was assigned to Forms A and B. This activity assured that the different data for each institution would be linked together and the different programs would be identified.

Data Coding

After the data from each questionnaire was edited and coded, it was keypunched and verified on cards. At the end of the data collection period, two data files were generated--one for Form A data and one for Form B data. Cross linkages of the two files was possible by using the identification code.

Data Analysis

Analysis of the data was accomplished by using the computerized Statistical Package for the Social Sciences (SPSS) on an IBM 370 system. Programs utilized included FREQUENCIES, CROSSTABS, And FASTABS. Recording options were employed whenever necessary to collapse data entries or reorder data.

For several questions it was necessary to utilize a Fortran program to rearrange data. Once data was recoded it was analyzed using the SPSS program.

Several crosstabulations were run to clarify interpretation of the data. However, since no comparative analysis of data was planned, such crosstabulations composed only a minor portion of the data analysis.

Output of the tabulated data was usually in the form of frequency tables with cumulative, relative, and adjusted percents. Means, medians, and modes were also available.

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STUDY OBJECTIVES

The major objectives of the National Study of Vocational Education in Corrections were:

- To describe the state-of-the-art of vocational education in corrections as it is reflected in contemporary literature and documents.
- To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
- To survey nationally all vocational education programs in corrections to develop a data base for future planning and evaluation.

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

TECHNICAL REPORTS

1. Vocational Education in Corrections: An Interpretation of Current Problems and Issues.
2. Standards for Vocational Education Programs in Correctional Institutions.
3. Vocational Education in Correctional Institutions: Summary of a National Survey.

AVAILABILITY

For information on the availability of these reports contact: CVE Publications, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX D

VALIDATION OF STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS: REPORT OF SITE VISITS

VALIDATION OF STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS:
REPORT OF SITE VISITS

National Study of Vocational
Education in Corrections

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The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGEMENTS

Special recognition is extended to the 185 correctional and educational personnel in the twenty-six correctional institutions visited in 12 states and the District of Columbia. The time and cooperation these people gave in reviewing and validating the standards was extremely valuable in developing meaningful, understandable, and useable standards beneficial to vocational education for inmates of adult and juvenile correctional institutions.

Appreciation is also extended to the project advisory committee and standards development panel members whose guidance and counsel was invaluable in developing meaningful standards.

Paul E. Schroeder
Project Director

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I. INTRODUCTION

Development of the national standards for vocational education programs in correctional institutions consisted of five major steps. First, project staff conducted a search of the literature and publications in the fields of criminal justice, vocational education, education, and corrections. This activity discovered existing standards and standards development processes which had potential for assisting this effort.

Second, project staff synthesized a set of standards having direct application to vocational education in corrections. The standards covered five areas of concern related to the operation of vocational programs. Third, after synthesis, the standards were sent to a panel of eleven experts in corrections and vocational education. Between three reviews by the panel, project staff revised the standards. A two-day workshop with panel members and project staff finalized a set of standards ready for field validation, the fourth step in development of the standards.

The panel review provided critical opinions of the standards from the administrative viewpoint. Having practitioners in various correctional institutions throughout the United States review the standards provided critical opinions representing the practitioner's view of standards.

By far, it was the fourth step which was deemed very important in the development of standards. Review by those people who daily provide vocational education for inmates was seen as a means of determining whether or not the standards accurately portrayed what vocational educaction should be.

Initially the site visits were proposed ". . . to study in-depth, selected programs with particular emphasis on how well programs met the developed standards . . ."[1] This "evaluation" of on-going programs was perceived as a valid means of checking the appropriateness of the standards. Twenty to twenty-five sites were to be visited. A site was defined as " . . . one organizational entity concerned with vocational education in corrections. Thus, a site could be a state department of education, a metropolitan city jail, a correctional school district, a state planning agency for Criminal Justice, a state department of youth services or similar organization."[2]

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[1] The Center for Vocational Education, Proposal entitled A National Study of Vocational Education in Corrections (Columbus, Ohio: The Ohio State University, 1976), p. 19.

As work on the standards progressed, knowledge of the status of education as a whole in correctional institutions was accumulated. This knowledge lead to the conclusion that in-depth "evaluation," study, examination, or whatever it could be called, was not a viable means of checking the validity of standards. It would probably be interpreted as someone judging the worth of the vocational programs in an organization, comparing one organization with another, and labelling "good" and "bad" programs. The threatening situation such site visits could create was viewed as detrimental to the creation and acceptance of standards which could positively affect vocational education in corrections.

Further, review by or evaluation of programs in "state department of education," "state planning agency for Criminal Justice," or "similar organizations" was considered redundant to the use of the eleven-member standards review panel and twelve-member advisory committee. Since these people represented those organizations, getting reactions from the organizations would not be as valuable as obtaining it from people who daily conducted programs.

Therefore, it was decided that two changes should be made in the site visit part of the study. First, the purpose of the visits would be to get reactions to the standards. Those visited would be asked to give their opinion concerning the standards. They would be asked whether or not the standards represented what all vocational programs should strive to be. The visits, then, were no longer designed to compare or evaluate existent programs with the standards. Second, in leiu of defining sites to include department-level organizations, all sites were defined as correctional institutions known to have on-going vocational education programs.

These two changes in the study lead to a more productive evaluation and acceptance of the standards. In addition, it was possible to include more correctional institutions in the visits and thus gain more first-hand experiences with on-going vocational programs.

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[2] Ibid.

The new thrust of the site visits was to expose people to the standards, get their reactions to them for purposes of revising standards, and gaining first-hand knowledge of more existent vocational programs.

The fifth, and final step in developing the standards was that of having the project's national advisory committee review the standards after field validation. Their review suggested some minor editorial comments along with addition of two new standards.

The remainder of this report describes the procedures for and results of field validation of standards. The changes made to the standards as a result of the field site visits and advisory committee review can be seen by comparing the field-test version of the standards bound in this report (see Appendix D) and the final version of the standards (see Standards for Vocational Education Programs in Correctional Institutions. National Study of Vocational Education in Corrections, Technical Report No. 2).

II. DESIGN OF SITE VISITS

The sites to be visited had, by definition, to be correctional institutions in which vocational education programs were ongoing. Therefore, the first task was that of identifying a representative sample of such institutions.

Since educational programs were being studied, the first consideration for selecting the sample was choosing institutions so that all ten USOE Regions would be represented. The second consideration was that of the governance level of the institution. Federal, state, and local (county or city) institutions represented the three levels of governance typically associated with correctional facilities. The military governance of the federal level was also included as a "fourth" level to be represented. The third consideration was that of the sex of inmates; that is, was the institution all male, all female, or coeducational. Fourth, and finally, consideration was given the age of inmates; juvenile and adult institutions were the two classifications for institutions included in the sample.

Given the time and budget constraints of the project, twenty-four sites were deemed to be an appropriate number to visit and include the representativeness considered important. Two additional "test sites" were included to pilot-test a Standards Review form instrument designed to gather reactions to the standards. Table 1 shows the list of sites chosen for visitation and the variables defining their representativeness.

All institutions selected were contacted by phone. A telephone script (see Appendix A) was developed and used to ensure that the different staff telephoners gave consistent information. All institutions selected agreed to participate in the site visitation.

All institutions were asked to identify a visit coordinator who would serve as the contact person for all future correspondence and also act as host for the visit. The coordinator was sent a follow-up letter (see Appendix B) confirming the visit and a set of instructions (see Appendix C).

Initial and follow-up phone contacts asked each institution coordinator to specify the number of staff who would be reviewing the standards. The project asked that vocational instructors and supervisors, education supervisors/administrators, and

TABLE I. SITES

Institution	Governance			Inmate Age		Inmate Sex			USOE Region	State	Security Level
	Federal	State	County/State	Adult	Juvenile	Male	Female	Coed *			
Central State Farm, TDC		X		X		X			6	TX	max.
Harris Co. Rehabilitation Center			X	X		X			6	TX	max.
New Jersey State Prison		X		X		X			2	NJ	max.
Riker's Island			X	X		X	X		2	NY	max.
Hampden Co. Jail			X	X		X	X		1	MA	max.
Somers Correctional Institution		X		X		X			1	CT	max.
Sheridan Correctional Center		X		X		X			5	IL	med.
Cook County Jail			X	X		X	X		5	IL	mixed
Gatesville School for Boys		X			X	X			6	TX	max.
Mountain View Unit, TDC		X		X			X		6	TX	max.
U.S. Disciplinary Barracks	Military X			X		X			7	KS	mixed
Federal Penitentiary	X			X		X			7	KS	max.
Brevard Correctional Institution		X		X		X			4	FL	med.
Orange County Jail			X	X	X	X	X		4	FL	max.
Adobe Mountain School		X			X			X	9	AZ	med.
Ft. Grant Training Center		X		X		X			9	AZ	min.
Oregon State Penitentiary		X		X		X			10	OR	max.
Rocky Butte Jail			X	X		X	X		10	OR	max.
Minnesota State Prison		X		X		X			5	MN	max.
Minnesota Correctional Institute for Women		X		X			X		5	MN	mixed
Southhampton Correctional Center		X		X		X			3	VA	med.
Youth Center #1			X		X	X			3	DC	med.
Colorado State Penitentiary		X		X		X			8	CO	med.
Lookout Mountain School		X			X			X	8	CO	mixed
Preston School of Industry		X			X	X			9	CA	med.
Federal Correction Institution at Pleasanton	X				X			X	9	CA	med.
TOTALS	3	16	7	**20	**7	***21	***7	3	---	26	---

* Coed refers to institutions where education programs have males and females in the classroom at the same time.

** Includes one institution which handles juveniles and adults.

*** Includes 5 institutions which house male and female inmates in separate areas.

institutional administrators (e.g., warden, treatment supervisor) be represented in the group reviewing the standards. A sufficient number of standards forms (see Appendix D) was sent to the visit coordinator with the follow-up letter and instructions.

The form was designed to elicit the extent to which people agreed or disagreed with the appropriateness of the standards. Respondents were asked to review each standard in terms of its representing a desirable or ideal situation for vocational education programs. They were requested not to evaluate their programs by comparing them with the standards. Their agreement or disagreement with the standards was measured on a five point scale from Strongly Agree, Agree, Undecided, Disagree, to Strongly Disagree. Space was provided for comments and questions to be written in for each of the thirty-two standards listed on the form.

To accomplish the visits within acceptable time and fiscal frames, three teams of two people were assigned to visit eight institutions each. The schedule of visits and team assignments are displayed in Table 2.

The tactic of assigning two persons to visit each institution was employed to ensure accurate recording of observations and conversations. While one team member was asking questions or directing discussions, the other could be noting reactions and responses. A site visit report form (see Appendix E) was created to serve as a standard means of collecting descriptive data for each site visited.

The actual site visit followed the pattern outlined in the initial phone contact and visit coordinator instructions. Upon arrival and completion of introductions all review forms were collected and data tallied. The tally provided data which indicated which particular standards were confusing, misunderstood, not valid as stated, etc. Those standards receiving "low" ratings (strong disagreement or disagreement), a wide range of ratings, or mostly undecided ratings were singled out for in-depth discussion at the meeting with all respondents.

Following the tally of responses, the team members met with respondents and toured the facilities. The visit was scheduled for the entire day. Thus, allowances were made for in-depth discussions and tours to facilitate collection of comprehensive data. During the visits, team members recorded facts and observations and discussed their reactions.

TABLE 2. VISIT SCHEDULE

Day / Team	Monday	Tuesday	Wednesday	Thursday	Friday
Rosetta Gooden Paul Schroeder			TRAVEL DAY	May 19 Central State Farm, TDC Sugarland, TX	May 20 Harris County Rehabilitation Center, Houston, TX
Pat Cronin Rosetta Gooden	June 6 New Jersey State Prison Trenton, NJ	June 7 Riker's Island New York, NY		June 9 Hampden County Jail Springfield, MA	June 10 Somers Correctional Institution Somers, CT
Paul Schroeder Karin Whitson	June 6 Sheridan Correctional Center Sheridan, IL	June 7 Cook County Jail Chicago, IL		June 9 Gatesville School for Boys Gatesville, TX	June 10 Mountain View Unit, TDC Gatesville, TX
Bob Abram Charles Whitson	June 6 U.S. Disciplinary Barracks Ft. Leavenworth, KS	June 7 Federal Penitentiary Leavenworth, KS		June 9 Brevard Correctional Institution Sharpes, FL	June 10 Orange County Jail Orlando, FL
Rosetta Gooden Charles Whitson	June 20 Adobe Mountain School Phoenix, AZ	June 21 Fort Grant Training Center Ft. Grant, AZ		June 23 Oregon State Penitentiary Salem, OR	June 24 Rocky Butte Jail Portland, OR
Bob Abram Karin Whitson	June 20 Minnesota State Prison Stillwater, MN	June 21 Minnesota Correc. Inst. for Women Shakopee, MN		June 23 Southhampton Correctional Center Capron, VA	June 24 Youth Center #1 Washington, DC
Pat Cronin Paul Schroeder	June 27 Colorado State Penitentiary Canon City, CO	June 28 Lookout Mountain School Golden, CO		June 20 Preston School of Industry Ione, CA	July 1 Federal Correctional Institution Pleasanton, CA

During the week following visits, all three teams met to discuss reactions, observations, and data. This served as a means of further refining the project staff's knowledge of vocational programs in correctional institutions. Also during that week, a thank you letter (see Appendix F) was sent to each visit coordinator, with copies sent to various administrators at local and state levels as appropriate to the situation.

III. DATA ANALYSIS

Analysis of the data collected on the standards survey form and that recorded on the site visit form consisted of descriptive statistics such as frequencies and percentages and, where appropriate, means and medians.

Site Visit Report Forms

The data from the site visit forms is reported separately for each institution on the following pages. A summarization of that data in tabular form, along with narrative pointing out the highlights of the data precedes the individual institution data.

There were fifteen prisons, four training schools, six jails, and one diagnostic and treatment center visited. Age of the institutions ranged from 2 to 99 years with an average of 44 years. One institution was a minimum security unit, 8 were medium security, 13 were maximum, and 4 were some combination of maximum-medium-minimum security.

The 26 institutions visited represented a total inmate population of 23,478 people. The highest inmate population was 4,500, the lowest 47. The average population was 904 inmates with a median of 520 inmates.

Of the sixteen all male institutions, the highest inmate population was 2,104, the lowest 329, the average 848, and the median 740. In the two all female institutions visited, the larger institution housed 330 inmates, the smaller had 47, for an average of 188 inmates per institution. The eight institutions housing males and females in separate quarters had a high of 4,500 inmates, a low of 149, an average of 1,255 inmates, and a median inmate population of 328 people. Three sites housing males and females in separate quarters offered their vocational programs to mixed-sex classes.

Twenty-three sites had vocational programs conducted within the institution. One site had programs conducted outside the institution, and two conducted programs both in and out of the institution.

Programs offered were conducted by staff as follows: 11 by institution teachers; 5 by local school district teachers; 5 by a combination of institution and junior college staff; 4 by junior college staff; and 1 by institutions and contracted teachers.

Table 3 presents a listing of the inmates enrolled in courses offered in five occupational areas and one exploratory course. The "occupations" are five of the major occupational areas outlined by USOE[3]. The enrollments in these areas represent the total enrollments in 156 individual courses taught in the institutions. There were an average of 6 courses offered in each institution with a high of 15 courses and a low of 2 courses taught. Enrollments ranged from 2 to 81 inmates with an average of 14.7 inmates enrolled in each of the 156 courses.

TABLE 3

ENROLLMENTS

Occupational Area	Number of Students			*Number of Individual Courses	Average Enrollment
	Low	High	Total		
Agriculture	6	17	74	6	12.3
Business	8	32	115	7	16.4
Office	12	35	47	2	23.5
Technical	9	12	31	3	10.3
Trade and Industrial	2	81	2,010	136	14.8
Career Education	10	11	21	2	10.5
Totals			2,298	156	14.7

*Figures include courses currently open and those closed, but offered previously and in the future.

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[3] National Center for Educational Statistics, Standard Technology for Curriculum and Instruction in Local and State School Systems. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970). pp. 153-239.

In terms of respondent experience in correctional institutions, the range for years of work for the current employer ranged from a low of 0 to a high of 28. The average number of years work experience "at this institution" for individual staffs ranged from a high of 11.27 years to a low of 1.11 years.

Experience at other correctional institutions ranged from a high of 25 years to a low of 0 years. Averages for individual institution staffs showed a low of 0.33 years to a high of 7.0 years. Experience in correctional settings was widely distributed.

INSTITUTION: Central Unit, Texas Department of Corrections, Sugarland, Texas

DATE OF VISIT: May 19, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION:

AGE RANGE OF INMATES: 22 - 26 years of age

INMATES: 730 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- Windham School District teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Welding	16
Drafting	12

STAFF INTERVIEWED: 5 total - 1 institution administrator, 2 educational program administrators, 2 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS: no data collected

REMARKS:

All Texas Department of Corrections secondary level educational programs are operated by the Windham School District. It is a school district serving only institutions which are part of the Texas Department of Corrections.

On-the-job learning experiences are provided in ten occupational areas through working in prison industrires. However, no vocational training in the classroom is provided for any of these occupations.

INSTITUTION: Harris County Rehabilitation Center, Harris County Sheriff's Department, Houston, Texas

DATE OF VISIT: May 20, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION:

AGE RANGE OF INMATES: 18 - no limit years of age

INMATES: 1,500 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Air Conditioning	(Varies according to inmate population.)
Auto Mechanics	
Radio and TV	
Drafting	
Cooking	
Commercial Art	
Business/Office	

STAFF INTERVIEWED: 7 total - 1 institution administrator, 3 educational program administrators, 1 teacher, 2 counselors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS: no data collected

REMARKS:

INSTITUTION: New Jersey State Prison, Division of Corrections and Parole, Department of Institutions and Agencies, Trenton, New Jersey

DATE OF VISIT: June 6, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 116 years

AGE RANGE OF INMATES: 25 - no limit years of age

INMATES: 1,000 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- local Skill Center teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Upholstery	10
Building Maintenance	15
Electronics	15
Air Conditioning	15
Auto Body	15

STAFF INTERVIEWED: 8 total - 2 institution administrators, 2 educational program administrators, 3 teachers, 1 counselor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	4 years	2.38 years
Other institutions--	0 years	11 years	3.13 years

REMARKS:

INSTITUTION: Riker's Island, New York City Department of Corrections, New York, New York

DATE OF VISIT: June 7, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 30 years

AGE RANGE OF INMATES: 16 - no limit years of age

INMATES: 4,500 males and females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- local school district teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Mens' Tailoring	16
Carpentry	17
Shoe Repair	12
Body and Fender	12
Auto Mechanics	12
Barbering	16
Print Shop	16
Baking	--

STAFF INTERVIEWED: 6 total - 4 educational program administrators, 2 other administrators/supervisors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	22 years	10.5 years
Other institutions--	0 years	25 years	6.17 years

REMARKS:

INSTITUTION: Hampden County Jail, Hampden County Sheriff's Department, Springfield, Massachusetts

DATE OF VISIT: June 9, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 88 years

AGE RANGE OF INMATES: 17 - no limit years of age

INMATES: 205 males and females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- local Skills Center staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Welding	12
Graphics	7
Machine Trades	12

STAFF INTERVIEWED: 4 total - 1 institution administrator, 2 educational program administrators, 1 teacher

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	3 years	1.75 years
Other institutions--	0 years	0 years	0 years

REMARKS:

INSTITUTION: Somers Correctional Institution, Department of Correction, Somers, Connecticut

DATE OF VISIT: June 10, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 12 years

AGE RANGE OF INMATES: 21 - no limit years of age

INMATES: 1,000 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Optics	9
Small Engine	10
Auto Body	5
Auto Mechanics	10
Appliance Repair	7

STAFF INTERVIEWED: 6 total - 1 institution administrator, 2 educational program administrators, 3 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	13 years	5.67 years
Other institutions--	0 years	7 years	1.80 years

REMARKS:

INSTITUTION: Sheridan Correctional Center, Department of Corrections, Sheridan, Illinois

DATE OF VISIT: June 6, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 36 years

AGE RANGE OF INMATES: 18 - 55 years of age

INMATES: 329 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff and junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Meat Cutting	8
Pinsetting	12
Upholstery	--
Auto Body	19
Drafting	15
Welding	15
Auto Mechanics	15
Barbering	8
Building Maintenance	15

STAFF INTERVIEWED: 9 total - 1 institution administrator, 4 educational program administrators, 4 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	16 years	5.11 years
Other institutions--	0 years	9 years	3.22 years

REMARKS:

INSTITUTION: Cook County Jail, Cook County Sheriff's Department, Chicago, Illinois

DATE OF VISIT: June 7, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: medium-maximum

AGE OF INSTITUTION: 49 years

AGE RANGE OF INMATES: 14 - no limit years of age

INMATES: 3,785 males and females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institution teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Metal Trades	17
Automotive	17
Electronics	37
Beauty Culture	20
Business Skills	20

STAFF INTERVIEWED: 9 total - 3 educational program administrators, 6 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	10 years	4.0 years

Other institutions-- no data provided

REMARKS: All educational programs are coordinated and operated by PACE, an autonomous, not-for-profit agency working cooperatively with the Cook County Department of Corrections. PACE receives its funding from various private sources and CETA.

INSTITUTION: Gatesville State School for Boys, Texas Youth Council, Gatesville, Texas

DATE OF VISIT: June 9, 1977

TYPE OF INSTITUTION: training school

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 89 years

AGE RANGE OF INMATES: 13 - 18 years of age

INMATES: 359 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Grounds Maintenance	39
Printing	9
Building Trades	37
Welding	26
Small Engine	16
Vocational Agriculture	15
Paint and Body	13
Auto Mechanics	13
Furniture Repair	10
Radio-TV	18

STAFF INTERVIEWED: 11 total - 1 institution administrator, 6 educational program administrators, 4 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	28 years	11.27 years
Other institutions--	0 years	10 years	1.5 years

REMARKS:

INSTITUTION: Mountain View Unit, Texas Department of Corrections, Gatesville, Texas

DATE OF VISIT: June 10, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 16 years

AGE RANGE OF INMATES: 21 - no limit years of age

INMATES: 330 females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff and junior colleges teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Drafting	16
Business Office	32
Graphic Arts	20

STAFF INTERVIEWED: 6 total - 2 institution administrators, 2 educational program administrators, 1 teacher, 1 other administrator/supervisor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	5 years	2.67 years
Other institutions--	0 years	5 years	2.67 years

REMARKS: All Texas Department of Corrections secondary level educational programs are operated by the Windham School District. It is a school district serving only institutions which are part of the Texas Department of Corrections.

INSTITUTION: U.S. Disciplinary Barracks, Department of the Army, Ft. Leavenworth, Kansas

DATE OF VISIT: June 6, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: minimum-medium-maximum

AGE OF INSTITUTION: 65 years

AGE RANGE OF INMATES:

INMATES: 1,073 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff and junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Screen Process Printing	27
ADP	13
Vocational Farm	16
Barber Shop	21
Welding	18
Shoe Repair	9
Print Shop (Graphic Arts)	23
Radio & TV	13
Sheet Metal Fabrication & Repair	10
Automotive Mechanic	18
Auto Body	18
Greenhouse	6
Woodworking	9
Upholstery	22
Appliance Repair	19

STAFF INTERVIEWED: 9 total - 3 educational program administrators, 5 teachers, 1 other administrator/supervisor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	2 years	22 years	8.0 years
Other institutions--	0 years	5 years	1.0 years

REMARKS:

INSTITUTION: Federal Penitentiary, Federal Bureau of Prisons, Leavenworth, Kansas

DATE OF VISIT: June 7, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 72 years

AGE RANGE OF INMATES: 27 - 82 years of age

INMATES: 2,104 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff and contracted teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Carpentry	5
Paint and Drywall	9
Heating & Air Conditioning	19
Graphic Arts	41
Electronics	16
Related Trades	81

STAFF INTERVIEWED: 8 total - 2 educational program administrators, 3 teachers, 3 other administrators/supervisors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	6 years	2.38 years
Other institutions--	0 years	18 years	5.13 years

REMARKS:

INSTITUTION: Brevard Correctional Institution, Department of Offender Rehabilitation, Sharpes, Florida

DATE OF VISIT: June 9, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 2 years

AGE RANGE OF INMATES: 16 - 25 years of age

INMATES: 750 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Electricity	32
Plumbing and Pipefitting	20
Masonry	31
Carpentry	30
Auto Mechanics	35
Welding	49
Air Conditioning/Heating Mechanics	27
Food Service	29
Electric Wiring	28

STAFF INTERVIEWED: 9 total - 2 institutional administrators, 2 educational program administrators, 4 teachers, 1 counselor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	2 years	1.11 years
Other institutions--	0 years	18 years	5.00 years

REMARKS:

INSTITUTION: Orange County Jail, Orange County Sheriff's
Department, Orlando, Florida

DATE OF VISIT: June 10, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 18 years

AGE RANGE OF INMATES: 14 - no limit years of age

INMATES: 450 males and females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- local school district teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Auto Mechanics	10
Typing	35

STAFF INTERVIEWED: 3 total - 1 institution administrator, 1 counselor, 1 other administrator/supervisor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	5 years	2.33 years
Other institutions--	0 years	5 years	3.0 years

REMARKS:

INSTITUTION: Adobe Mountain School, Department of Corrections,
Phoenix, Arizona

DATE OF VISIT: June 20, 1977

TYPE OF INSTITUTION: diagnostic and treatment center

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 7 years

AGE RANGE OF INMATES: 8 - 21 years of age

INMATES: 165 males and females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Wood Shop	8
Food Service	8
Leather Craft	8
Sewing	8

STAFF INTERVIEWED: 4 total - 1 institution administrator, 1 educational program administrator, 2 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	5 years	2.75 years
Other institutions--	0 years	14 years	3.75 years

REMARKS:

INSTITUTION: Fort Grant Training Center, Department of Corrections,
Fort Grant, Arizona

DATE OF VISIT: June 21, 1977

TYPE OF INSTITUTION: training school

SECURITY CLASSIFICATION: minimum

AGE OF INSTITUTION: 7 years

AGE RANGE OF INMATES: 18 - no limit years of age

INMATES: 520 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Auto Mechanics	17
Sheet Metal	17
Welding	17
Body and Fender	17
Graphic Arts	17
Electronics	17
Vocational Agriculture	17

STAFF INTERVIEWED: 7 total - 2 institution administrators, 1 educational program administrator, 3 teachers, 1 counselor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	19 years	10.0 years
Other institutions--	0 years	25 years	3.57 years

REMARKS:

INSTITUTION: Oregon State Penitentiary, Department of Human Resources, Salem, Oregon

DATE OF VISIT: June 23, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 77 years

AGE RANGE OF INMATES: 18 - no limit years of age

INMATES: 1,500 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself and outside the institution.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Cabinet Making	10
Auto Body	15
Motorcyle Repair	15
Drafting	10
Xerox Repair	10
Welding	10
Body and Fender	15

STAFF INTERVIEWED: 7 total - 3 educational program administrators, 4 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	1 years	3 years	1.71 years
Other institutions--	0 years	0 years	0 years

REMARKS: Conduct an approved apprenticeship program in 16 trades with three trades pending committee approval. Nineteen (19) apprentices are registered in the program's 16 trades.

INSTITUTION: Rocky Butte Jail, Multnomah County Sheriff's Department, Portland, Oregon

DATE OF VISIT: June 24, 1977

TYPE OF INSTITUTION: jail

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 26 years

AGE RANGE OF INMATES: 18 - no limit years of age

INMATES: 600 males and females

VOCATIONAL PROGRAMS:

Conducted-- outside the institution.

Taught by-- junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
None	

STAFF INTERVIEWED: 3 total - 1 educational program administrator, 1 counselor, 1 other administrator/supervisor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	7 years	3.33 years
Other institutions--	5 years	9 years	7.00 years

REMARKS:

INSTITUTION: Minnesota State Prison, Department of Corrections,
Stillwater, Minnesota

DATE OF VISIT: June 20, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: maximum

AGE OF INSTITUTION: 63 years

AGE RANGE OF INMATES: 21 - no limit years of age

INMATES: 904 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff and junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Shade Repair	12
Machine Shop	12
Welding	12
Office Machine Repair	12
Drafting	12
Computer Programming	12
School Bus Repair	(in planning stage)

STAFF INTERVIEWED: 8 total - 1 institution administrator,
2 educational program administrators, 5 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	8 years	2.88 years
Other institutions--	0 years	10 years	2.75 years

REMARKS:

INSTITUTION: Minnesota Correctional Institute for Women, Department of Corrections, Shakopee, Minnesota

DATE OF VISIT: June 21, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: minimum-medium

AGE OF INSTITUTION: 57 years

AGE RANGE OF INMATES: 18 - 56 years of age

INMATES: 47 females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself and outside the institution.

Taught by-- institutional teacher staff and junior college teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Computer Program	8
Food Service	2

STAFF INTERVIEWED: 6 total - 1 institution administrator, 1 educational program administrator, 2 teachers, 2 other administrators/supervisors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	3 years	7 years	5.0 years
Other institutions--	0 years	2 years	0.33 years

REMARKS: The institution has developed a relationship with the community and local junior college and businesses which allows inmates to be released during the day for education and work programs. At the time of the site visit, twelve inmates (25% of the total inmate population) were participating in work or study release.

INSTITUTION: Southhampton Correctional Center, State Department of Corrections, Capron, Virginia

DATE OF VISIT: June 23, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 39 years

AGE RANGE OF INMATES: 18 - no limit years of age

INMATES: 600 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Air Conditioning	12
Electricity	12
Auto Mechanics	12
Cabinet Making	12
Carpentry	12
Welding	12
Building Maintenance	12
Plumbing	12
Brick Masonry	12
Barbering	12
Heavy Equipment	12

STAFF INTERVIEWED: 10 total - 3 institution administrators, 3 educational program administrators, 2 teachers, 2 counselors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	14 years	6.2 years
Other institutions--	0 years	12 years	1.2 years

REMARKS: Virginia Department of Corrections has a separate school district - the Rehabilitative School Authority (RSA)--headquartered in Richmond. The RSA is responsible for the educational programs for all institutions in the department of corrections and functions much the same as a local school district.

INSTITUTION: Youth Center #1, District of Columbia
Department of Corrections, Lorton, Virginia

DATE OF VISIT: June 24, 1977

TYPE OF INSTITUTION: prison and intake (detention) center

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 17 years

AGE RANGE OF INMATES: 18 - 26 years of age

INMATES: 350 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Graphic Arts	20
Business Education	20
Building Trades	20
Barbering	20

STAFF INTERVIEWED: 5 total - 2 institution administrators, 1 educational program administrator, 2 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	4 years	15 years	2.80 years
Other institutions--	0 years	7 years	2.33 years

REMARKS:

INSTITUTION: Colorado State Penitentiary, State Department of Institutions, Division of Correctional Services, Canon City, Colorado

DATE OF VISIT: June 27, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 19 years

AGE RANGE OF INMATES: 19 - no limit years of age

INMATES: 490 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Auto Body and Fender	10
Barbering	8
Machine Shop	15
Electronics	--
Sheet Metal	8
Building Trades	--
Meat Cutting	--
Welding	--

STAFF INTERVIEWED: 8 total - 6 educational program administrators, 2 other administrators/supervisors

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	2 years	14 years	6.13 years
Other institutions--	0 years	15 years	4.38 years

REMARKS: The eight vocational programs offered will be discontinued as an "educational" endeavor as of July 1, 1977. They will be "transferred" to a new prison industries operation which is geared toward a "work ethic" concept.

INSTITUTION: Lookout Mountain School, State Department of Institutions, Division of Youth Services, Golden, Colorado

DATE OF VISIT: June 28, 1977

TYPE OF INSTITUTION: training school

SECURITY CLASSIFICATION: minimum-maximum

AGE OF INSTITUTION: 95 years

AGE RANGE OF INMATES: 12 - 18 years of age

INMATES: 125 males and 24 females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Auto Mechanics & Servicing	24
Welding, Carpentry, Industrial Trades	25
Graphic Arts	24
Career Placement	10
Vocational Awareness	11

STAFF INTERVIEWED: 7 total - 1 institution administrator, 2 educational program administrators, 4 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	12 years	5.0 years
Other institutions--	0 years	20 years	5.43 years

REMARKS: Cooperative efforts with county and city CETA programs to place students in work experience programs.

Vocational programs are coeducational.

Colorado is contracting with Alaska to provide services in Colorado for Alaska's juvenile offenders.

INSTITUTION: Preston School of Industry, Department of Youth Authority, Ione, California

DATE OF VISIT: June 30, 1977

TYPE OF INSTITUTION: training school

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 48 years

AGE RANGE OF INMATES: 17 - 24 years of age

INMATES: 355 males

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- institutional teacher staff.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
General Shop	10
Small Engine Repair	10
Print Shop	10
Carpentry	10
Welding	10
Auto Mechanics	10
Gardening	10
Horticulture	10
Culinary Arts	10

STAFF INTERVIEWED: 8 total - 2 institution administrators, 1 educational program administrator, 4 teachers,1 other administrator/supervisor

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	3 years	11 years	4.75 years
Other institutions--	0 years	20 years	6.38 years

REMARKS:

INSTITUTION: Federal Correction Institution at Pleasanton,
Federal Bureau of Prisons, Pleasanton, California

DATE OF VISIT: July 1, 1977

TYPE OF INSTITUTION: prison

SECURITY CLASSIFICATION: medium

AGE OF INSTITUTION: 4 years

AGE RANGE OF INMATES: 18 - 32 years of age

INMATES: 171 males and 112 females

VOCATIONAL PROGRAMS:

Conducted-- in the institution itself.

Taught by-- local school district teachers.

VOCATIONAL COURSES OFFERED:

	Number of inmates enrolled
Welding	21
Business Education	22
Auto Mechanics	5

STAFF INTERVIEWED: 7 total - 2 institution administrators, 2 educational program administrators, 3 teachers

YEARS OF STAFF EXPERIENCE IN CORRECTIONAL INSTITUTIONS:

	low	high	average
This institution--	0 years	3 years	1.71 years
Other institutions--	0 years	13 years	4.57 years

REMARKS: Teaching services provided by local public school district teachers will be terminated effective September 1, 1977. Teaching will probably be performed by Federal Bureau of Prisons Civil Service Teachers.

Standards Review Form

Data from the review form consisted of ratings for each of the thirty-two standards. Respondents were asked to indicate the extent to which they agreed or disagreed with a standard statement. Choices for the indication were Strongly Disagree (value 1), Disagree (value 2), Undecided (value 3), Agree (value 4), and Strongly Agree (value 5).

Respondents were asked to rate the standards in terms of their being statements of ideal conditions. However, six respondents at four institutions compared the standards to their current programs and indicated the extent to which their programs met the standards. When these six people were interviewed they were given new forms and changed their responses.

The data reported below uses the responses which viewed the standards as ideals and not as evaluations of existent programs. It is interesting to note that review of the six "evaluation" respondents showed that whatever programs were being evaluated, they did not meet a majority of the standards. However, the respondents, upon filling out another form, indicated they thought the standards their programs didn't meet were important standards to have.

The ratings covered the entire range from Strongly Agree to Strongly Disagree. Overall standards received a 4.301 (Agree to Strongly Agree). The range of average ratings for each standard went from a low of 3.908 on Standard 4.7 Community Relations and Support to a high of 4.609 on Standard 1.1 Program Descriptions.

Standard 1.1 had the lowest standard deviation (0.489) while Standards 2.7, Job Placement and Guidance Counseling and Standard 2.8, Follow-Up had the largest standard deviation, 1.041 and 1.015 respectively.

Only two standards, 4.5 Committees, and 4.7 Community Relations and Support had average ratings less than 4.0 (Agree).

A cross tabulation was run and the Chi-square statistic applied to the ratings on standards data and function (teacher, institution, administrator, etc.) data. Only one standard, 1.2

Performance Objectives, showed statistical significance at the 0.0050 level. Eight of the 185 respondents did not agree or strongly agree with the standard.

In reviewing standards, only three, 3.1 Selection and Preparation (of staff), 4.5 Committees, and 4.7 Community Relations and Support had less than 75% (139) of the respondents agreeing or strongly agreeing with them.

In summary, the overwhelming majority of the 185 respondents in 26 jails, prisons, and training schools enrolling 2,298 inmates in 156 individual courses agreed that the standards developed were applicable to vocational education programs for corrections. Further, most institutional staff reported that it was about time for someone to develop some tangible goals and objectives in the form of standards for vocational education in corrections.

IV. SUMMARY AND CONCLUSIONS

The validation of standards for vocational education in corrections was a process designed to determine whether or not those standards developed in the "laboratory" had application in the day-to-day world of training inmates. The results of the site visits indicated overwhelming agreement with not only the concept of using standards, but also with the specific standards themselves.

The people who completed the standards review form represented a variety of work functions within correctional institutions. However, the perceptions they had regarding the need for and use of nationally established standards showed a unique commality. The goals each group espoused were all geared toward providing educational, both academic and vocational, opportunities in quality and quantity sufficient to meet the needs of inmates and society.

Validation of the standards has been from the standpoint of determining whether or not the statements described vocational programs meeting inmate and institution/societal needs. Now there is a need to develop a method whereby institutions can use the standards to evaluate their programs. Institutions must determine the extent to which they meet or do not meet the standards. This evaluation will provide the data necessary to cause changes to be made in vocational programs; changes which can enhance the value of inmate educational opportunities.

The need to evaluate vocational education in corrections is apparent as more demands are being placed on such programs. The need to have a standardized methodology to perform those evaluations is also apparent.

As a result of the development and field validation of standards for vocational education programs in corrections, the first and most important step in that evaluation process has been performed. A set of acceptable goals for such programs has been established. Next, the task of actually measuring distance and direction toward each institutions' achieving those goals or standards will take place.

The work of evaluation, accreditation, and standards development being performed by the American Correctional Association Commission on Accreditation, the U.S. Department of Justice, and the American Vocational Association all indicate a commitment to improving the quality of vocational education and correctional services. This study has been another step toward improving the quality of those services in general and specifically the vocational education services in correctional institutions.

APPENDICES

A - Telephone Script

B - Follow-Up Letter

C - Instructions for Visit Coordinator

D - Standards Review Form

E - Site Vitit Report Form

F - Thank You Letter

APPENDIX A

TELEPHONE SCRIPT

SETTING UP SITE VISITS FOR STANDARDS REVIEW

This is ________________ calling. I'm with The Center for Vocational Education at the Ohio State University, Columbus, Ohio.

We're conducting (or "__________ suggested I contact you to discuss your participation in") a National Study of Vocational Education in Corrections sponsored by the Bureau of Occupational and Adult Education, the U.S. Office of Education. You may be aware of the study because your institution may have received a survey questionnaire to complete.

As another part of that study we're developing a set of standards for vocational education in corrections.

In order to make certain that these standards are useful, usable, and understandable, we're in the process of having various people within correctional institutions conducting vocational education programs review these standards. We're not evaluating any programs, but only having people review our standards and tell us what they think of them.

Your institution has been recommended as having vocational programs, and we'd like to include your institution in this review by having several of your staff members look over our standards and meet with two of our staff people at your institution to discuss that review.

Would such a review be possible in your institution?

☐ YES ☐ NO

____

Why not?

Our plan for the review would be as follows:

we'd like to identify people like -

yourself and:
assistant warden for treatment
supervisor of education
supervisor of vocational education
vocational instructors.

These people would be sent a copy of the standards and asked to complete a short questionnaire which would record their agreement or disagreement with the standards and reasons for their reactions. This review might take an hour or so. The standards and questionnaire would be sent about one week in advance of our staff visit.

Our two people would plan to be at your facility at 9:00 a.m. on June ___, __________ (day). At that time we'd like to collect the questionnaires and tally them. Then we'd like to take a tour of your educational facilities in order that we get a feel for the kind of education program you provide and the potential applicability of the standards to such programs.

After the tour, we'd like to meet with all the reviewers for about 1 - 1½ hours. At the review session, we would be certain to discuss those standards which posed the greatest concern among reviewers as they indicated on their questionnaires.

From this review process our staff can revise and refind the standards so they will be acceptable to the people working with vocational education in corrections.

Conversation

____
Name Title

____
Institution

____
Street

____
City State Zip Code

We'll send you a letter confirming the arrangements we've just made and provide instructions for collecting the questionnaires. At the conclusion of our visit, we'll leave a copy of the draft standards with you and we'll make sure you receive a copy of the published standards.

The staff who will be visiting you will be:

☐ Charles Whitson
☐ Karin Whitson
☐ Pat Cronin
☐ Bob Abram
☐ Rosetta Gooden
☐ Paul Schroeder

APPENDIX B
Follow-Up Lett

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

XXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXX
XXXXXXXXXXXX, XX 99999

Dear ___________:

This letter is a follow-up to _______________ telephone conversation _______________ on May __, 1977. As ___________ mentioned, The Center for Vocational Education is in the process of conducting a National Study of Vocational Education in Corrections, sponsored by the Bureau of Occupational and Adult Education of the U.S. Office of Education.

As part of the study, we are developing a set of standards for vocational education in corrections. To insure that these standards are useful and understandable, we are having various people who conduct vocational education programs in correctional institutions review and respond to the proposed standards.

The __________________________ has been recommended as an institution having excellent vocational education programs. It is for this reason that we would like to include your institution in our standards review. We are glad that you have agreed to participate in the review of standards.

___________________ and I will plan to meet you at the _______________________ at 9:00 a.m. on June ___. Our plan for the review is detailed in the attached "Instructions for . . ." sheet. Please follow those instructions.

We look forward to visiting with you. If you have questions concerning the visit, please do not hesitate to contact ________ ________________ or myself at The Center (614) 486-3655.

Again, thank you for assisting us in this study.

Sincerely,

Paul E. Schroeder

APPENDIX C
Instructions for Visit Coordinator

INSTRUCTIONS FOR ____________________

Thank you for agreeing to serve as the coordinator for our forthcoming visit to your institution. __________________ and ______________________ will plan to arrive at 9:00 A.M. on ____________, June ___, 1977.

To facilitate completing this review of standards would you please:

1. Today, pass out a "Standards" form to each person we discussed would be reviewing the standards (e.g., warden, assistant warden for treatment, education supervisor, vocational education supervisor, and vocational instructors).
2. The day before our visit please collect the forms from everyone.
3. The day of our visit:
   a) give us about 15-30 minutes to tally the forms;
   b) if possible, allow us to tour the educational facilities; and
   c) arrange a 1-1½ hour meeting with the people who completed the form.

If you have any questions about the visit and these instructions, please contact ____________________________ at the Center (614) 486-3655.

Again, thank you for your time and assistance.

NATIONAL STANDARDS FOR VOCATIONAL EDUCATION
FOR OFFENDERS

JUNE, 1977

APPENDIX D
Standards Review Form

Name ____________________ **Position** ____________________

Years in this correctional institution ______

Years in other correctional institutions ______

STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS FOR OFFENDERS

The Center for Vocational Education is conducting a national study of vocational education in corrections. Part of that study is to develop a set of standards for vocational education programs for offenders. You are being asked to review and react to these standards because of your knowledge of and experience with vocational education programs in corrections. Your comments and suggestions will be valuable to the effective revision of these standards and the publication of acceptable standards. We would appreciate your completing this form by following the instructions listed below.

INSTRUCTIONS: Please read each of the standards-for-vocational-education statements carefully. Then, decide to what extent you agree or disagree with the standard as you view its applicability to vocational education programs for offenders. Consider the standards as representing the ideal conditions which should be achieved. Do not compare standards with current conditions in your facilities.

Mark your choice of extent of agreement or disagreement by checking the appropriate circle.

Please write out any comments or questions you have regarding each standard by using the space provided. If you need additional space, use the back of the sheets or attach additional sheets.

Please return this booklet to __________________ who is acting as the institution's coordinator for our visit.

Our project staff will be visiting your institution in the next two weeks. During the visit we will collect the questionnaires and tally the data; tour the educational facilities; and meet with you and your colleagues to discuss your comments, suggestions, and reactions.

In advance we'd like to thank you for your participation in the study and for your willingness to take some of your valuable time to review the standards.

NATIONAL STUDY OF VOCATIONAL EDUCATION
IN CORRECTIONS

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

June, 1977

1.0 CURRICULUM AND INSTRUCTION

Standard 1.1 Program Descriptions

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has written descriptions of each of the vocational programs.	○	○	○	○	○

Comments and questions

Standard 1.2 Performance Objectives

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has for each vocational program, statements of expected student performance.	○	○	○	○	○

Comments and questions

Standard 1.3 Admission Criteria

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has and observes a set of written criteria for admission to each vocational program.	○	○	○	○	○

Comments and questions

Standard 1.4 Instructional Methods and Procedures

Each system or institution has on file for each of its vocational educational programs written comprehensive courses of study which include teaching methods and procedures and equipment, facilities, and supplies resources lists.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 1.5 Learning Resources

Each system or institution has easily accessible the learning resources (e.g., textbooks, manuals, handouts, booklets, tests, audio-visuals, and other special materials) necessary for effective and efficient instruction in each vocational course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

2.0 STUDENTS

Standard 2.1 Orientation to Programs

Each system or institution has an ongoing orientation program to acquaint students with overall educational programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 2.2 Program Placement and Guidance Counseling

Each system or institution has a program placement and guidance counseling program to test, evaluate, and counsel students in order to place them in vocational programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____________________

Standard 2.3 Records

Each system or institution maintains a student record system and official files open to staff and to student review; subject to state and/or federal privacy laws.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comment and questions ____________________

Standard 2.4 Vocational-Training-Related Activities

Each system or institution has a program of activities to provide practical application of skills acquired through training.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comment and questions ____________________

Standard 2.5 Student Evaluation

Each system or institution has a student evaluation program to test thoroughly and fairly the students' learning progress and to certify the attainment of competencies necessary to various on-the-job activities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 2.6 Licensing and Credentialing

Each system or institution has a program to insure that appropriate licensing and credentialing is available for students once training is completed and competencies are certified.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 2.7 Job Placement and Guidance Counseling

Each system or institution has a job placement and guidance counseling program to search for available jobs, counsel students, and place them in jobs appropriate to the students' job skills.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 2.8 Follow-Up

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has a comprehensive follow-up-of-graduates program to determine the adequacy of job placement and job training activities of the institution.	○	○	○	○	○

Comments and questions ____

____

____

____

____

3.0 STAFF

Standard 3.1 Selection and Preparation

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has a written staff selection plan.	○	○	○	○	○

Comments and questions ____

____

____

____

____

Standard 3.2 Salary and Promotion

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution has a published salary schedule and fringe benefits program which includes a plan for evaluation and promotion.	○	○	○	○	○

Comments and questions ____

____

____

____

____

Standards 3.3 Professional Growth

Each system or institution has a written professional growth plan which provides for upgrading of occupational competencies of administrators, teachers, counselors and other staff through in-service activities, on-the-job experiences, and addditional college training.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 3.4 Business and Induatry Involvement

Each system or institution has a plan to involve teachers, placement officers, and counselors with the business and industry most closely allied to the world of work and to keep teachers and others up-to-date in business and industry activities and technology.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 3.5 Staff Evaluation

Each system or institution has an evaluation plan which determines the adequacy of professional preparation, performance, and growth of each vocational education staff member.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ______________________________

Standard 3.6 Teaching Load

Each system or institution has a plan for determining appropriate vocational education teaching load consistent with the characteristics and demands of the program being taught, the characteristics of the students, the nature of the facilities, and the needs of the teachers, for non-instructional time.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____

4.0 ORGANIZATION & ADMINISTRATION

Standard 4.1 Philosophy, Purpose and Means of Providing Vocational Programs

Each system or institution has a readily available publication which describes the institution's vocational education philosophy, programs, and ancillary services provided for inmates.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____

Standard 4.2 Advisory Board

Each system or institution has an advisory board for vocational education which assists the institutional staff in establishing the philosophy policies and procedures for vocational education program operations.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____________________

Standard 4.3 Policy & Procedures

Each system or institution has a set of written policies and procedures for the administration and operation of vocational education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____________________

Standard 4.4 Administrative Staff

Each system or institution has properly qualified and/or certified vocational education supervisors and necessary support personnel to operate the vocational education program efficiently and effectively.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____________________

Standard 4.5 Committees

Each system or institution uses trade, craft, etc. committees to enhance vocational education programs for the purposes of institutional evaluation, community relations, and program development.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____

____

____

____

____

Standard 4.6 Financial Policies and Procedures

Each system or institution has written financial policies and procedures which provide for stable program budgeting to supply resources necessary to meet vocational education objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____

____

____

____

____

Standard 4.7 Community Relations & Support

Each system or institution has written community relations plans.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions ____

____

____

____

____

Standard 4.8 Planning, Research and Development

Each system or institution has a written plan for continuous, planning, research, and development activities dealing with vocational education program operations, policies, procedures, curriculum, facilities, staff, equipment, and budget.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions

Standard 4.9 Evaluation

Each system or institution has a written plan for continuous collection of evaluation data about vocational programs' operations, policies, procedures, curriculum, facilities, staff, equipment, and budget.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions

5.0 PHYSICAL PLANT, EQUIPMENT, SUPPLIES

Standard 5.1 Operation Plan

Each system or institution has a documented plan for the operation and use of existing facilities, equipment, and supplies including use manuals and emergency procedures.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions

Standard 5.2 Maintenance Plan

Each system or institution has a plan for preventive maintenance and housekeeping activities related to all facilities, equipment, and supplies.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions

Standard 5.3 Short and Long-Range Planning

Each system or institution has a plan for short and long-range development of new facilities, acquisition of new equipment and supplies, and modification of existing facilities and equipment.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
○	○	○	○	○

Comments and questions

Standard 5.4 Safety and Health Conditions

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Each system or institution's safety and health conditions meet local, state and national standards.	○	○	○	○	○

Comments and questions ____________________

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

THE NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

The Bureau of Occupational and Adult Education of the U.S. Office of Education has awarded The Center for Vocational Education a grant (VEA, Part C, Section 131 (a)) to conduct a study of vocational education in corrections.

The major objectives of the project are:

- To describe the state-of-the-art of vocational education in corrections as it is reflected in contemporary literature and documents.
- To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
- To survey nationally all vocational education programs in corrections to develop a data base for future planning and evaluation.
- To study in-depth, selected programs with particular emphasis on how well programs meet the developed standards.

This project will utilize two groups of external consultants to assist the project staff. An advisory committee will be established to guide activities towards project goals and a panel of expert practitioners in the fields of corrections and vocational education will be convened to synthesize the set of standards.

Upon completion of the project in December 1977, several products will be available for use in planning, implementing, and evaluation programs:

- A review and synthesis of literature
- A survey report of current programs
- Standards for vocational education in corrections

For further information contact Charles Whitson, Project Director.

APPENDIX E

Site Visit Report Form

Date of visit: June ___6; ___7; ___9; ___10;
___20; ___21; ___23; ___24;
___27; ___28; ___30; July ___1.

Hours of visit: 9:00 AM to _______; elapsed hours ____

Institution ____
____
____
____
City State Zip

Phone (_____) ____________________

Contact Person ____________________________
____
Title

Persons Completing Standards

		At Meeting	
Name	Function/Title	yes	no

Institution Type:

___1. prisons, penitentiary or reformatory
___2. detention or classification center
___3. training school
___4. farm or work camp
___5. pre-release center such as halfway house
___6. jail
___7. other (specify) ______________________________

Institution age: ______years   Change in type of institution_________

Security:

___1. minimum security
___2. medium security
___3. maximum security
___4. other (specify) ______________________________

Inmate Age Range: ________________________

Total inmate population:_______

Inmate Sex: ____Male; ____Female; ____Coed.

Vocational Programs: ____in institution; ____elsewhere

Conducted by: ____institution staff; ____external staff from:
____junior college
____vocational school
____local school district
____other
specify_________________

Vocational Program	Number of Inmates Enrolled	Number of Instructors	Hours of Instruction

Facilities: _____classrooms; _____shops;
# #

_____library/resource center; _____staff offices.

4 Subjective Observations:

(Physical Environment: size, equipment, cleanliness, safety, heating/lighting/ventilation)

(Attitudinal Environment)

(etc.)

APPENDIX F
Thank You Letter

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

June 17, 1977

XXXXXXXXXXXXXXX
XXXXXXXXXXXXXXX
XXXXXXXXXXXXX, XX 99999

Dear _______________:

On behalf of The Center for Vocational Education, I would like to thank you for your time and cooperation in arranging the visit of _______________________ and
(full names)
_______________________ to ____________________________
(name of institution)
last ____________, June __, 1977. They enjoyed their
(day)
visit with you and your staff and learned a great deal. All of the project's objectives for the visit were accomplished.

I'd very much appreciate your giving our thanks to your staff and colleagues for their time and effort in completing the questionnaire, meeting with _____________ and ____________
(first names)
showing them the facilities and programs.

As they indicated during the visit, we'll be sending you a copy of the final, published standards in late November or early December. In the meantime, if you have any questions or comments about the project, please feel free to contact us.

Again, thank you for your assistance. Have a pleasant and safe summer.

Sincerely,

Charles M. Whitson
Project Director

cc:

APPENDIX E

FORM A - MAIL SURVEY

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM A

(Name of Facility)

(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form A contains questions of a general nature about the entire vocational program.

Please write in the name and location of the facility in the space provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Name of person completing questionnaire/Title or position

Address /Phone

FACILITY CHARACTERISTICS

1. Indicate which one of the following best describes this facility. ___
   1. prisons, penitentiary or reformatory
   2. detention or classification center
   3. training school
   4. farm or work camp
   5. pre-release center such as halfway house
   6. jail
   7. other (specify) ______________________
2. Indicate which one of the following best describes this facility. ___
   1. minimum security
   2. medium security
   3. maximum security
   4. other (specify) ______________________

INMATE CHARACTERISTICS

3. Estimate the percentage of offenders whose stay in this facility (before parole, release, or transfer) will probably be:

1. less than 3 months . . . . _ _ _%
2. 3-6 months . . . . _ _ _%
3. 7 months - less than 1 year. . . . . _ _ _%
4. 1-2 years . . . . _ _ _%
5. 3-5 years . . . . _ _ _%
6. 6-9 years . . . . _ _ _%
7. 10 years or longer . . . . _ _ _%

Total 1 0 0%

4. Approximately what percentage of offenders currently in this facility are:

1. White or Caucasion . . . . ___ ___ ___%
2. Black. . . . . ___ ___ ___%
3. Spanish Surname . . . . ___ ___ ___%
4. American Indian or Eskimo . . . . ___ ___ ___%
5. Oriental . . . . ___ ___ ___%
6. Other (specify). . . . . ___ ___ ___%

____

____

Total . . . . 1 0 0 %

5. Approximately what percentage of the offenders presently being handled by this facility are in each of the following age groups?

1. Under 15 years of age . . . . ___ ___ ___%
2. 15-17 . . . . ___ ___ ___%
3. 18-20 . . . . ___ ___ ___%
4. 21-30 . . . . ___ ___ ___%
5. 31-40 . . . . ___ ___ ___%
6. 41-50 . . . . ___ ___ ___%
7. 51 or more . . . . ___ ___ ___%

Total 1 0 0%

6. What is the total number of offenders currently in this facility?

1. Female . . . . ___ ___ ___
2. Male . . . . ___ ___ ___
3. Total . . . . ___ ___ ___

TYPES OF VOCATIONAL PROGRAMS OFFERED

7. Please list each formal vocational program offered this year within this facility. For the purpose of this study, formal vocational education is defined as those programs that:

- . are conducted under the supervision of the facility's education department,
- . consist of both skill training and technical or theory related instruction,
- . are planned and organized to prepare the student for gainful entry level employment, and
- . have space set aside within the institution for skill training and theory related instruction.

Program Name[1]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ______________	1. ___ ___ ___	1. ___ ___ ___
2. ______________	2. ___ ___ ___	2. ___ ___ ___
3. ______________	3. ___ ___ ___	3. ___ ___ ___
4. ______________	4. ___ ___ ___	4. ___ ___ ___
5. ______________	5. ___ ___ ___	5. ___ ___ ___
6. ______________	6. ___ ___ ___	6. ___ ___ ___
7. ______________	7. ___ ___ ___	7. ___ ___ ___
8. ______________	8. ___ ___ ___	8. ___ ___ ___
9. ______________	9. ___ ___ ___	9. ___ ___ ___
10. ______________	10. ___ ___ ___	10. ___ ___ ___
11. ______________	11. ___ ___ ___	11. ___ ___ ___
12. ______________	12. ___ ___ ___	12. ___ ___ ___
13. ______________	13. ___ ___ ___	13. ___ ___ ___
14. ______________	14. ___ ___ ___	14. ___ ___ ___

Attach additional sheet if necessary.

[1] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

8. Please list each vocational program within this facility that is conducted in cooperation with prison industries or prison maintenance. For the purpose of this study, cooperative vocational education is defined as those programs that:

- are conducted under the supervision of the facility's education department,
- provide skill training during assignment to prison industry or prison maintenance,
- provide technical or theory related instruction in space set aside for this purpose, and
- are planned and organized to prepare the student for gainful entry level employment.

Program Name[2]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ______	1. ___ ___ ___	1. ___ ___ ___
2. ______	2. ___ ___ ___	2. ___ ___ ___
3. ______	3. ___ ___ ___	3. ___ ___ ___
4. ______	4. ___ ___ ___	4. ___ ___ ___
5. ______	5. ___ ___ ___	5. ___ ___ ___
6. ______	6. ___ ___ ___	6. ___ ___ ___
7. ______	7. ___ ___ ___	7. ___ ___ ___
8. ______	8. ___ ___ ___	8. ___ ___ ___
9. ______	9. ___ ___ ___	9. ___ ___ ___
10. ______	10. ___ ___ ___	10. ___ ___ ___

[2] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

9. Please list any formal vocational/technical education programs offered outside this institution at local vocational or technical schools in which offenders are enrolled or are on waiting lists (i.e., education or study release):

Program Name[3]	Name of School or Community College	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. ______	______	1. ___ ___ ___	1. ___ ___ ___
2. ______	______	2. ___ ___ ___	2. ___ ___ ___
3. ______	______	3. ___ ___ ___	3. ___ ___ ___
4. ______	______	4. ___ ___ ___	4. ___ ___ ___
5. ______	______	5. ___ ___ ___	5. ___ ___ ___
6. ______	______	6. ___ ___ ___	6. ___ ___ ___
7. ______	______	7. ___ ___ ___	7. ___ ___ ___
8. ______	______	8. ___ ___ ___	8. ___ ___ ___
9. ______	______	9. ___ ___ ___	9. ___ ___ ___
10. ______	______	10. ___ ___ ___	10. ___ ___ ___

[3] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

10. Is this facility's vocational education program organized as part of a school district? . . . . ______

    1. yes, name of school district ______________________
    2. no

11. Is this facility's vocational education program approved by the State Department of Education? . . . . ______

    1. yes
    2. no

INSTRUCTIONAL STAFF

12. Give the total number of teachers, both full and part time, in this facility's vocational education programs. Do not include helpers or teachers' aides. Include all teachers as lecturers provided by outside organizations.

	Part Time	Full Time
1. White	______	______
2. Black	______	______
3. Spanish Surname	______	______
4. American Indian	______	______
or Eskimo	______	______
5. Other (specify)	______	______

____

____

13. Give the number of vocational teachers, both full and part time, in each of the following categories. Do not include helpers or teachers' aides.

	Part Time	Full Time
1. inmates	______	______
2. ex-inmates	______	______
3. lecturers or teachers provided by outside organizations who teach in the vocational training programs	______	______

14. Please estimate the salaries available to full-time vocational education teachers as follows:

1. lowest beginning annual salary . . . . $_ _ _ _ _
2. approximate average annual salary . . . . $_ _ _ _ _
3. highest annual salary possible . . . . $_ _ _ _ _

PERCEIVED GOALS

15. Which of the following suggested goals for formal vocational education programs do you feel are most important in actual practice at this facility. Rank order these from "1" most important to "6" least important.

	Rank
1. develop specific job skills	____
2. place offender on a job upon release	____
3. develop offender's personal and social skills . .	____
4. develop offender's work habits	____
5. provide a means of evaluating offenders for parole	____
6. provide offenders with constructive activities .	____
7. other (specify) ______________________ . .	____

SPECIAL PROGRAMS

16. Are vocational education programs offered for any of the following at this facility? (Check all that apply.)

1. mentally retarded (educable or trainable) . . . . ____
2. auditorially handicapped. . . . . ____
3. visually handicapped. . . . . ____
4. orthopedically handicapped . . . . ____
5. other health problems (cardiac problems, diabetes, etc.) . . . . ____
6. offenders over 40 years old . . . . ____
7. other (specify) ______________________ . . ____
8. none . . . . ____

17. What provisions are made for training special language or cultural groups at this facility? (Check all that apply.)

1. bilingual vocational education materials . . . . . . ____
2. bilingual instructors . . . . ____
3. English as a second language . . . . ____
4. training in minority problems for instructional staff. . . . . ____
5. other (specify) . . . . ____
6. none . . . . ____

PROGRAM EXPENDITURES

18. What were the total expenditures for this facility for the last fiscal year? Include all monies spent for all functions such as administration, education, counseling, building maintenance, utilities, materials, etc., regardless of the source of these funds. Exclude capital expenditures.

$_ _ _ _ _ _ _

19. Are education funds budgeted as such (i.e., a line budget item) or are they part of another budget category?

1. budgeted as line item . . . . ____
2. part of another budget item . . . . ____

20. If monies other than those from the institutional budget were spent for vocational programs, what were the sources of these funds? (check all that apply and give the amount spent during the last fiscal year.)

Source		Amount
1. no other monies used	____	$_ _ _ _ _ _
2. CETA	____	$_ _ _ _ _ _
3. state department of vocational rehabilitation	____	$_ _ _ _ _ _
4. state department of education	____	$_ _ _ _ _ _
5. state department of vocational education	____	$_ _ _ _ _ _
6. ESEA Title 1	____	$_ _ _ _ _ _
7. LEAA	____	$_ _ _ _ _ _
8. institutional school district	____	$_ _ _ _ _ _
9. private corporation	____	$_ _ _ _ _ _
10. community college/university .	____	$_ _ _ _ _ _
11. other specify)	____	$_ _ _ _ _ _

____

____

21. What were the total vocational education operation expenditures for last fiscal year? Include all monies spent from the institutional budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . . $_ _ _ _ _ _
2. salaries plus fringe benefits . . . . . $_ _ _ _ _ _
3. supplies . . . . $_ _ _ _ _ _
4. other . . . . $_ _ _ _ _ _

22. What were the total educational operation expenditures for the last fiscal year? Include all monies spent from institution budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . . $______
2. salaries . . . . $______
3. supplies . . . . $______
4. other . . . . $______

ENTRY PROCEDURES

23. When are vocational programs usually given? . . . . . ____

1. Started as soon as possible after offender enters institution regardless of parole or release date eligibility.
2. Scheduled so that vocational program will be completed shortly before parole or release date eligibility.
3. other (specify) ______________________

____

24. Are offenders assigned to vocational programs or is enrollment voluntary? . . . . ____

1. offenders have choice
2. mandatory assignment
3. other (specify) ______________________

____

25. Which of the following types of tests are actually used in selecting students for formal vocational education programs? (Check all that apply.)

1. aptitude tests . . . . ____
2. personality tests . . . . ____
3. interest tests . . . . ____
4. achievement tests . . . . ____
5. I.Q. tests . . . . ____
6. none used . . . . ____
7. other (please list) ______________________ ____

____

26. Who makes the final decision about which offenders will be placed in formal vocational education programs? . . ____

1. education personnel
2. counseling personnel
3. classification committee
4. other (specify) ______________________

____

27. In your opinion, what percentage of the offenders who enter this institution are unable to participate in vocational education programs due to: (Check all that apply.)

1. inability to meet minimum academic requirements . ____%
2. lack of program openings . . . . ____%
3. institutional security rules or previous offenses ____%
4. length of stay too short . . . . ____%
5. other priority assignments in the institution (maintenance, industry) . . . . ____%
6. lack of aptitude or interest . . . . ____%
7. other (specify) ______________________ ____%

____

PROGRAM INCENTIVES

28. In your opinion, what do the offenders generally see as the advantage of being in vocational education programs? Rank order these from "1" most important to "7" least important.

	Rank
1. consideration for early parole	___
2. pay for being in vocational program	___
3. learning a job skill for post-release employment .	___
4. desirable work assignment in institution (explain) ________________	___
5. desirable housing area (cell block, wing, etc.) .	___
6. opportunity for work or study release	___
7. increased freedom of movement in institution . . .	___
8. other (specify) ________________	___

29. How much are students in vocational education programs paid? If nothing, write in $0.00. $__ . __ __ per ________

POST PROGRAM STATUS

30. After vocational program is completed or terminated, approximately what percentage of the students are

1. released or paroled immediately	___%
2. assigned to an activity within the institution/facility related to their vocational program . . .	___%
3. assigned to an activity unrelated to their vocational program	___%
4. returned to the general institutional population .	___%
5. other (specify) ________________	___%
Total.	100%

31. On the average, how long will an offender remain in this facility after their vocational education program? . . . . ______

1. less than 3 months
2. 3 to less than 6 months
3. 7 to less than 11 months
4. 12 months or more
5. other (specify) ________________

____

SUPPORT SERVICES

32. What types of vocational guidance and counseling services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. aptitude testing	___
2. interest testing	___
3. visits by outside business and industry representatives	___
4. individual vocational counseling	___
5. vocational counseling with groups of offenders	___
6. helping offenders with problems in adjusting to their work or training assignments	___
7. other ________________	___
8. none	___

33. What types of job placement services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. file of "position openings" maintained in this facility ____
2. literature or other information concerning job opportunities, and entry requirements provided . . . . ____
3. referral of offenders to particular employer(s) for job interview . . . . ____
4. job placement services provided by pre-release center or halfway house . . . . ____
5. course on job hunting skills, such as filling out an application blank, appropriate interview behavior, etc. ____
6. registration of offenders at state or local employment offices . . . . ____
7. none provided . . . . ____
8. other (specify) ______________________ ____

34. Who provides job placement services to offenders during their stay in this facility? (Check all that apply.)

1. no services provided . . . . ____
2. vocational rehabilitation agency . . . . ____
3. state or local employment office . . . . ____
4. teachers at this facility . . . . ____
5. case workers or social workers at this facility . . . . ____
6. parole officer . . . . ____
7. other (specify) ______________________ ____

FOLLOW-UP

35. Is there an organized program, which is regularly carried out, for following up released or paroled offenders who have had vocational education in this facility to find out whether or not this education was useful to them in getting and keeping a job? . . . . ____

1. yes, for all programs
2. yes, for some programs
3. no

36. To the best of your knowledge, of those enrolled in the vocational programs within the last two years who have been released or paroled:

1. What percentage were placed in jobs related to the vocational program area upon release or parole? . . . . . ____%
2. What percentage were placed in jobs not related to vocational program area upon release or parole? . . . . . ____%
3. For what percentage don't you have information about the type of job obtained? . . . . ____%

ADVISORY COMMITTEE

37. Is there a citizen's occupational advisory committee for the institution's vocational education programs? . . . . ____

1. yes, a general committee for all vocational programs
2. yes, craft committees for separate vocational programs
3. no

PROGRAM CHANGES

38. Have you had to curtail any vocational education programs in the last year? (Check all that apply.)

1. no . . . . ____
2. yes, insufficient funds . . . . ____
3. yes, equipment too expensive . . . . ____
4. yes, poor potential job markets for offenders . . . . ____
5. yes, poor business attitude to hiring offenders . . . ____
6. yes, labor union restrictuions on apprenticeships . . ____
7. yes, competition from other prison activities (such as prison industries) . . . . ____
8. yes, no qualified staff available . . . . ____
9. yes, lack of offender interest . . . . ____
10. yes, other (specify) ______________________ ____

____

39. What changes need to be made in the vocational program offerings? (Check all that apply.)

1. greater variety in program offerings . . . . ____
2. more openings in existing programs . . . . ____
3. more opportunities for training outside the institution . . . . ____
4. new programs to take advantage of changing job markets . . . . ____
5. other (specify) ________________________________ ____
   ____
6. none . . . . ____

40. Are you planning to add new vocational education programs within the next year? . . . . ____

1. yes
2. no
3. don't know

41. If yes, what are these programs?

1. ____
2. ____
3. ____
4. ____
5. ____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.

APPENDIX F

FORM B - MAIL SURVEY

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM B

(Vocational Program)

(Name of Facility)

(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form B of this questionnaire focuses on specific vocational programs offered within a facility.

Please write in the name of the vocational program and the facility in which the program is offered in the spaces provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Name of person completing questionnaire/Title or position

Address /Phone

ENTRY REQUIREMENTS

1. Which of the following are requirements for an offender to enter this vocational program? (Check all that apply.)
   1. must be within a given age range . . . . ____
   2. never incarcerated for certain specific offenses . . ____
   3. must have minimum custody or security level . . . . ____
   4. must pass a test(s) . . . . ____
   5. must have sufficient time remaining to complete the program . . . . ____
   6. specific educational achievement . . . . ____
   7. other (specify) ______________________ ____
   8. no requirements . . . . ____
2. Indicate the minimum levels usually required for entry into this vocational program. If there is no minimum level for a particular item, write "0" in the appropriate space.
   1. minimum reading grade level ____th grade
   2. minimum arithmetic grade level ____th grade
   3. minimum school grade completed (or equivalent) ____th grade
   4. minimum I.Q. score ____ points
   5. other (specify) ______________________

PROGRAM SCHEDULE

3. Is there a fixed amount of time scheduled for vocational programs? . . . . ____
   1. yes
   2. no

4. If there is no fixed amount of time scheduled, what determines how long a student remains in a specific vocational program? . ___

   1. student remains in program until he's released or paroled

   2. student remains in program until specific performance requirements are met

   3. student remains in program as long as he is interested

   4. other (explain) ______________________________

5. Estimate the amount of learning time usually provided to students in this vocational program (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

   1. classroom or related instruction

      ____clock hours per week for ____weeks

   2. hands-on shop or laboratory instruction

      ____clock hours per week for ____weeks

PROGRAM ENROLLMENT

6. Give the maximum number of students that could be enrolled in this program at any one time with existing facilities. . ___ ___ ___

7. Give the number of students currently enrolled in this vocational program . . . . ___ ___ ___

8. Estimate the numbers of students currently in this program who are:

   1. White or Caucasian . . . . ___ ___ ___

   2. Black. . . . . ___ ___ ___

   3. Spanish Surname . . . . ___ ___ ___

   4. American Indian or Eskimo-Aleutian . . . . ___ ___ ___

   5. Oriental . . . . ___ ___ ___

   6. Other (specify) ______________________________ ___ ___ ___

9. Approximately how many of the students currently in this program are in each of the following age groups?

   1. under 15 years . . . . ___ ___ ___

   2. 15-17 . . . . ___ ___ ___

   3. 18-20 . . . . ___ ___ ___

   4. 21-30 . . . . ___ ___ ___

   5. 31-40 . . . . ___ ___ ___

   6. 41-50 . . . . ___ ___ ___

   7. 51 or more . . . . ___ ___ ___

PHYSICAL REQUIREMENTS

10. Does this program have: (Check the appropriate response)

		Yes	No
1.	its own shop or laboratory area within this facility?	___	___
2.	all the major tools, equipment, and supplies needed to teach this program?	___	___

INSTRUCTIONAL PROCEDURES

11. Is there a written daily lesson plan prepared for this program? . . . . ___

   1. yes

   2. no

12. Upon successful completion of the program by the student, which of the following can the student receive? (Check all that apply.)

    1. certification, diploma, or license given by outside organization . . . . ____
    2. certificate given by this facility . . . . ____
    3. apprenticeship credit or certificate . . . . ____
    4. high school or GED credit . . . . ____
    5. credit toward post high school degree . . . . ____
    6. opportunity to take test for license or certificate ____
    7. other kinds of credit (specify) ____________ ____

    ____

ACCREDITATION

13. Has this program been reviewed and accredited by an outside agency? (e.g., North Central, Far West, Southern Association agencies or others)

    1. yes
    2. no
    3. don't know

    If yes, please specify the agency____________________

14. Is this program provided by: . . . . ____

    1. contract with a community college
    2. contract with area vocational school
    3. contract with private individual
    4. facility staff
    5. other (specify)____________________

    ____

STAFF

15. Please answer the following questions for each teacher who currently provides related classroom instruction or hands-on s or laboratory training for this program. Space has been provi for three teachers. Use columns two or three only if there is more than one instructor.

    Are the current teachers certified in the area in which they are teaching? (Check all that apply for each teacher.)

Certification	Teacher 1	2	3
1. not certified			
2. by state board of education			
3. by state licensing board			
4. by union			
5. other (specify) ____________			

16. Give the number of years of prior experience (to the nearest year) in each of the following categories for each teacher currently teaching in this program.

Category	Teacher 1	2	3
1. teaching at this facility			
2. teaching at other correctional facilities			
3. teaching at non-correctional facilities, i.e., vocational or technical schools			
4. work experience in industry related to field of instruction			

17. A. How many teacher aides or helpers are there for this program? Do not include offenders who are currently enrolled in this program. ___ ___ ___

B. How many offenders are employed as teacher aides? ___ ___ ___

PLEASE RETURN THE FORM I QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.